

VOLUME XXII

NUMBER 7

BULLETIN
OF
THE AMERICAN ASSOCIATION
OF
UNIVERSITY PROFESSORS

ANNUAL MEETING
RICHMOND, DECEMBER 28, 29

DEPRESSION-RECOVERY PROBLEMS
OF HIGHER EDUCATION

EDUCATIONAL DISCUSSION

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NOVEMBER · 1936

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Editor: H. W. TYLER

Editorial Committee:

JOSEPH ALLEN

R. E. HIMSTEAD

PAUL KAUFMAN

JOSEPH MAYER

Publication Office:

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Editorial Office:

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EDITORIAL NOTE

The earlier material in the present *Bulletin* naturally relates to the Annual Meeting. The report of the Committee to Nominate Officers has called attention, in a statement accompanying its list but reserved for later publication, to the very uneven distribution of the relatively small number of ballots sent in for its use. It happens that this year all of the general officers of the Association hold over so that the only nominees are for term members of the Council. It will be noted that proposals from the Committee on Organization and Policy raise the question of reducing the number of term members from thirty to twenty-one, involving naturally a reduction of the number of geographical districts from ten to seven. An obvious argument for such reduction is the present considerable expense of Council meetings, both in travel and in time. Whether the desired economy could be better gained by holding only one rather than two meetings in the interim between annual meetings, and whether sufficiently broad representation of types of institutions and fields of interest would be sacrificed by the proposed reduction, are questions which will doubtless be carefully considered by chapters and members in advance of the Annual Meeting. It may also seem wise to consider the possibility of electing officers and members of the Council by letter ballot.

The importance of the material presented by Committee V hardly needs particular emphasis in this note. The Council having authorized the Committee to publish its report through a commercial publishing house, the question of the extent to which the report can be summarized in the *Bulletin* and made available to members at a special price is under consideration.

The October chapter letter, circulated to chapter officers early in the month, is printed in this issue in order that it may reach a larger proportion of the membership of the Association. Replies to it have been notably abundant and will be summarized in the present or the December *Bulletin*.

NOTES AND ANNOUNCEMENTS

ANNUAL MEETING

The annual meeting of the Association will be held at Richmond, Virginia, Monday and Tuesday, December 28 and 29, in connection with the meeting of the Modern Language Association.

Preliminary arrangements have been made for the program as follows:
Monday, December 28, 9:00 A. M. Registration.

9:30 A. M. *First Session.* Appointment of Committee on Resolutions. Proposals from Chapters. Report of Committee on Organization and Policy.

2:30 P. M. *Second Session.* Report of Committee on Effect of Depression and Recovery on Higher Education. Report of Committee on Place and Function of Faculties in University and College Government.

7:00 P. M. Annual Dinner. (Speakers to be announced.)

Tuesday, December 29, 9:00 A. M. *Third Session.* Report of Committee on Academic Freedom and Tenure. Report of Committee on Freedom of Speech. Reports of Officers, Council, and other Committees.

2:30 P. M. *Fourth Session.* Report of Committee on organization and Conduct of Local Chapters. Report of Committee to Nominate Officers and Election of Officers. Unfinished and miscellaneous business.

The Council will hold meetings on Sunday afternoon and evening, December 27, on Monday evening, December 28, and on Tuesday afternoon, December 29, following the last session.

REPORT OF THE COMMITTEE TO NOMINATE OFFICERS

Members of the Council for 1937-39

REGION I¹

A. N. Holcombe, Government, Harvard

(Elected 1920; Com. to Nominate Officers, 1922-24, Chm., 1924;
Chap. Secy., 1932-33; Chap. Pres., 1933-)

Colston E. Warne, Economics, Amherst

(Elected 1929)

REGION II

Sidney Hook, Philosophy, New York

(Elected 1931; Chap. Pres., 1933-34)

E. A. Martin, Biology, Brooklyn

(Elected 1923)

See By-Law 1, January, 1936, *Bulletin*, page 51.

REGION III

- D. G. Foster, Chemistry, Swarthmore
(Elected 1925; Chap. Secy., 1932-)
J. M. Shortliffe, Economics, Colgate
(Elected 1923)

REGION IV

- L. A. Doggett, Electrical Engineering, Pennsylvania State
(Elected 1919; Chap. Pres., 1932-33)
Richard N. Owens, Accounting, George Washington
(Elected 1930; Washington Office Survey Com., 1933; Auditor,
1929-)

REGION V

- Robert E. Mathews, Law, Ohio State
(Elected 1930; Chap. Pres., 1933-34)
Harald S. Patton, Economics, Michigan State
(Elected 1932; Chap. Pres., 1933-34)

REGION VI

- J. B. Bullitt, Pathology, North Carolina
(Elected 1923; Com. to investigate Univ. of Pittsburgh, 1934-35;
Chap. Pres., 1935-)
T. L. Smith, Sociology, Louisiana State
(Elected Junior 1933, Active 1934)

REGION VII

- Mark H. Ingraham, Mathematics, Wisconsin
(Elected 1929; Chap. Secy., 1930-31)
T. V. Smith, Philosophy, Chicago
(Elected 1935)

REGION VIII

- Paulus Lange, English, Iowa State
(Elected 1927; Chap. Pres., 1932-33)
DR Scott, Economics, Missouri
(Elected 1920; Chm. Com. to investigate Univ. of Wichita, 1935;
Chap. Pres., 1932-33)

REGION IX

William R. Arthur, Law, Colorado

(Elected 1920; Com. to investigate Texas Christian Univ., 1933;
Com. to investigate Texas Technological College, 1932-33; Chap.
Pres., 1933-34)

Homer L. Dodge, Physics, Oklahoma, Dean of Graduate School

(Elected 1921; Council, 1931-33; Com. to Nominate Officers,
1934; Com. on Organization and Conduct of Local Chapters,
1932- ; Field Director, Com. on College and University Teach-
ing, 1932-33; Chap. Pres., 1925-26)

REGION X

Herman J. Deutsch, History, State College of Washington

(Elected 1927; Com. on Organization and Conduct of Local Chap-
ters, 1936-)

S. Stephenson Smith, English, Oregon

(Elected 1929; Chap. Pres., 1935-)

OCTOBER MEETING OF THE COUNCIL

The Council meeting, held at Chicago October 17, was attended by no less than twenty-eight members of the Council, including all the officers. The action of the Executive Committee appointing Professor Florence P. Lewis of Goucher College Treasurer from September 1 until the end of the calendar year was approved. The Executive Committee was instructed to take up the matter of investing surplus funds, obtaining such technical advice as may be deemed necessary. In view of the increased cost of the present plan of holding three Council meetings, it was provisionally agreed to plan for two meetings only in 1937. In regard to the question of greater efficiency on the part of committees of the Association, it was voted to appoint a committee of the Council to be known as the Committee on Committees to review the work of other committees and make recommendations to the Council. Committee B, on Freedom of Speech, was instructed to prepare for the Annual Meeting a statement which can be extensively used in representing the position and principles of the Association. The importance of preventive activities on the part of Committee A in comparison with investigations was emphasized in this connection. Professor Van Hoesen, as Chairman of Committee S on Library Service, was present by invitation and presented a plan for certain work to be carried on by his Committee if funds can be found for the purpose. The officers were requested to canvass the probable needs of the Association which might

lead to applications to foundations for grants and in case the project presented by Committee S seemed most desirable to authorize an application to the Carnegie Corporation. There was considerable informal discussion of various matters referred to the Committee on Organization and Policy, in regard to which it will report to the Council and to the Association at the Annual Meeting. A recommendation from Committee Y on the Effect of the Depression and Recovery on Higher Education for publication of its report through a publishing house was approved.

PROPOSED AMENDMENTS TO THE CONSTITUTION¹

Article III, Section 1: Change "the Association" to "this Association," "two Vice-Presidents" to "a Vice-President." Thus amended the section reads: "*The officers of this Association shall be a President, a Vice-President, a General Secretary, and a Treasurer.*"

Article III, Section 2: Change "Vice-Presidents" to "Vice-President." Replace "that of the elective members of the Council three years, ten elective members retiring annually, but if in any year the terms of the President and both Vice-Presidents expire simultaneously, one of the latter may be designated by the Council to serve an additional year. The terms of the officers" with "and." Substitute "close" for "closing session" before "of the annual meeting." Thus amended the section reads: "*The term of office of the President and the Vice-President shall be two years and shall expire at the close of the annual meeting, or thereafter on the election of successors.*"

Article III, Section 3: In first sentence, change "Vice-Presidents" to "Vice-President," insert "ordinarily" after "the Council shall," substitute "accredited delegates" for "members" after "majority vote of." Add at end of first sentence, "but on request of one-third of the accredited delegates present a proportional vote shall be taken in the manner provided in Article X." Delete the third sentence, adding the following to the second sentence, "and may be removed by the Council on charges after a hearing or on one year's notice." In fourth sentence which becomes third sentence, change "Vice-Presidents" to "Vice-President," and omit "the" before "retiring elective members." Insert as fourth sentence: "In case of a vacancy in the office of President, the Vice-President shall succeed to the office." Insert in last sentence "other" after "vacancy in any," and insert a comma after "annual meeting." Thus amended the section reads: "*The President, the Vice-President, and the elective members of the Council shall ordinarily be elected by a majority vote of the accredited delegates present and voting at the annual meeting, but on request of one-third of the accredited delegates present a pro-*

¹ See report of Committee on Organization and Policy, page 455f.

portional vote shall be taken in the manner provided in Article X. The General Secretary and the Treasurer shall be elected by the Council and may be removed by the Council on charges after a hearing or on one year's notice. The President, Vice-President, and retiring elective members of the Council shall not be eligible for immediate re-election to their respective offices. In case of a vacancy in the office of President, the Vice-President shall succeed to the office. In case of a vacancy in any other office, the Council shall have power to fill it until the next annual meeting, and such appointee shall be eligible for continuance by election at that time."

Article V, Section 1: In first sentence, change "Vice-Presidents" to "Vice-President"; substitute "and" for "together with," "two" for "three" ex-Presidents, and "twenty-one" for "thirty" elective members. Delete from end of first sentence, "in which the responsible management of the Association and the control of its property shall be vested." Insert as second sentence: "The term of office of the elective members of the Council shall be three years, seven being elected at each annual meeting; but nothing in this section shall be construed as affecting the term of office of members of the Council elected prior to 1937." Thus amended the section reads: "*The President, the Vice-President, the General Secretary, and the two latest living ex-Presidents, shall, with twenty-one elective members, constitute the Council of the Association. The term of office of the elective members of the Council shall be three years, seven being elected at each annual meeting; but nothing in this section shall be construed as affecting the term of office of members of the Council elected prior to 1937. The President shall act as chairman of the Council.*"

Article V, Section 2: Add (from Section 1) to first sentence after "The Council" the following: "shall be vested with the responsible management of the Association and the control of its property, and." Delete "financial or" from second sentence, and add "meeting" after "annual." In last sentence substitute "may" for "shall have authority to," delete "specific" before "responsibility," insert after "responsibility" the phrase "in one or more of these matters," insert comma after "President," and substitute "may" for "to" before "appoint." Thus amended the section reads: "*The Council shall be vested with the responsible management of the Association and the control of its property, and shall be responsible for carrying out the general purposes of the Association as defined in the Constitution. It shall deal with questions of general policy, with the time, place, and program of the annual meeting and of any special meetings of the Association. It shall present a written report to the Association at the annual meeting. It may delegate responsibility in one or more of these matters to an Executive Committee of not less than six members including the President, and may appoint other committees to investigate and report on subjects germane to the purposes of the Association.*"

Article IX, Section 1: Substitute "this" for "the" before "Constitution," "the accredited delegates" for "those" before "present;" substitute comma for semi-colon after "meeting," and insert there "provided that on the request of one-third of the accredited delegates present a proportional vote shall be taken in the manner provided in Article X; and;" "further" before "that written notice." Thus amended the section reads: "*This Constitution may be amended by a two-thirds vote of the accredited delegates present and voting at any annual meeting, provided that on the request of one-third of the accredited delegates present a proportional vote shall be taken in the manner provided in Article X; and provided further that written notice of any proposed amendment shall be sent to the General Secretary by five active members of the Association not later than two months before the annual meeting.*"

Article X: Substitute "chapter" for "institution" in second sentence. Insert after the second sentence the following two sentences: "Only delegates duly accredited by the President or Secretary of their chapter shall be entitled to vote. Other members of the Association who are present shall be entitled to the privileges of the floor but not to vote." In the next sentence, omit at the beginning "At the annual meeting," and insert "accredited" before "delegates" in the two instances. In the next sentence insert "accredited" before "delegates," "at least" before "one vote;" substitute "chapter" for "institution" in the two instances; insert "active" before "members" in the two instances. Omit the last sentence, adding two sentences as follows: "The vote to which the accredited delegates from each chapter are entitled shall be equally divided among the accredited delegates present and voting. The manner of voting at a special meeting of the Association shall be the same as above provided for the annual meeting." Thus amended the article reads: "*The Association shall meet annually at such time and place as the Council may select. The members of the Association in each chapter may elect one or more delegates to the annual meeting. Only delegates duly accredited by the President or Secretary of their chapter shall be entitled to vote. Other members of the Association who are present shall be entitled to the privileges of the floor but not to vote. Questions shall ordinarily be determined by majority vote of the accredited delegates present and voting, but on request of one-third of the accredited delegates present a proportional vote shall be taken. When a proportional vote is taken the accredited delegates from each chapter shall be entitled to at least one vote, and, in case of a chapter with more than fifteen active members, to one vote for every ten active members or majority fraction thereof. The vote to which the accredited delegates from each chapter are entitled shall be equally divided among the accredited delegates present and voting. The manner of voting at a special meeting of the Association shall be the same as above provided for the annual meeting.*"

MICROPHOTOGRAPHIC DUPLICATION IN THE SERVICE OF SCIENCE¹

. . . Microphotographic duplication consists of making reduced-size photographs, as when a typewritten or printed page is photographed on a frame of 35 mm. motion picture film. . . .

In recent years, thanks to motion picture apparatus and miniature cameras of the Leica type, a considerable amount of copying of manuscript and book material upon film has been done at the Library of Congress (Rockefeller Project A), Yale University, New York Public Library, and elsewhere. There has been some commercial development of copying upon film for record purposes, as for bank checks and legal records. . . .

Since cameras, reading devices, and other mechanisms for microphotographic duplication were not commercially available, it was necessary to engage in a mechanism development program. In this the primary co-operation of the U. S. Naval Medical School was obtained, with the result that Dr. Draeger, whose camera was being used by BiblioFilm Service, took charge of the mechanisms development. In this work co-operation has also been obtained from the U. S. Bureau of Census, the Works Progress Administration, the Library of Congress, etc. Through cooperation with the U. S. Department of Agriculture, a microphotographic duplication laboratory was installed in the Library of the U. S. Department of Agriculture for the use of BiblioFilm Service, for testing mechanisms, and for applying microphotographic duplication to other phases of scientific literature. Science Service assumed operation of BiblioFilm Service on January 1, 1936. Resources are in hand for continuing mechanism development, operation of BiblioFilm Service and the Publication Service through March 31, 1937.

The mechanisms being developed consist of:

- (1) Camera for copying typescripts, books, photographs, etc., upon 35 mm. film² (in use).
- (2) Supplementary apparatus for camera, such as book holder for camera,² film container, etc. (models completed).
- (3) Reading machine—about size of typewriter, producing large-sized, easily readable image of 35 mm. microfilms (model completed).
- (4) Microfilm viewer—a small monocular optical device for reading 35 mm. microfilms a line at a time, suitable for inspecting film or for use while traveling. Two models, selling for \$1.50 and \$3.75.
- (5) Projection printer—automatic device for producing photocopies (enlargements upon paper) for 35 mm. microfilm negatives² (under design).
- (6) Developing and processing apparatus for 35 mm. microfilm and paper projection prints² (in use and under design).

¹ Excerpts from article by Watson Davis in *Science*, vol. lxxxiii, no. 2157.

² Primarily intended for use in microphotographic laboratories.

Commercial production of these mechanisms is in prospect. One interesting fact is that BiblioFilm Service has operated thus far without adequate reading devices being readily obtainable, several hundred thousand pages of microfilm having been distributed to be read by means of makeshift apparatus, such as dissecting microscopes, movie or slide film projectors, or hand lenses.

Microfilm is being produced at a cost to the user of about a cent a page. An enlargement of about 5 to 10 diameters is necessary for easy reading of microfilms, and optical aid is therefore required. For reading without optical aid, photocopies about 6" X 8", made by projection from microfilm negatives, are supplied at a cost of about five cents a page.

BiblioFilm Service copies to order material in the Library of the U. S. Department of Agriculture. Order blanks and complete details of BiblioFilm Service are available. Eventually it is hoped to be able to extend BiblioFilm Service to other libraries, thus making more of the literature of science available to scientific research workers.

The Publication Service is intended to break the log jam that now dams scientific publication in many fields, making it possible to put into the realm of accessible scientific literature material of all sorts that can not now be printed because of economic factors. It should also make available valuable research data that now go unrecorded. This service is auxiliary to the present established channels of scientific publication and it is designed to aid and not to hinder scientific journals. Editors of scientific journals would act as intermediaries between the authors of papers and the Publication Service.

The procedure for publication of scientific material that does not now have complete or prompt issuance is as follows:

(1) Editors of journals or institutions deposit typescripts of those papers or portions of papers they can not publish promptly or completely. They publish abstract, summary or short paper, including statement that additional text, illustrations, tables, etc., are available upon request from Science Service if document number is stated and price remitted.

(2) Document is assigned a number by Science Service and on receipt it is micropographed on 35 mm. film master negative. Original of document would then be deposited in another location as a safeguard.

(3) Scientists know of availability of document from notice in scientific journal. When and if copy of document is ordered, 35 mm. negative is used to make microfilm print or photocopy (projection print) as required.

Microphotographic duplication fills a gap in the present methods of reproduction of scholarly or intellectual materials. It is economical for making copies when only one to perhaps 25 copies at a time are needed. One important phase of the method of publication outlined is that a

document will be continuously "in print," as the negative can be used to make a copy on demand at any time.

Detailed discussions of various phases of microphotographic duplication are contained in documents issued by Science Service. Literature will be sent on request to Science Service, 2101 Constitution Avenue, Washington, D. C.

NATIONAL CONFERENCE ON EDUCATIONAL BROADCASTING

The First National Conference on Educational Broadcasting, sponsored by 18 organizations in cooperation with the U. S. Office of Education and the Federal Communications Commission, will be held in Washington, December 10-12. The purpose of the meeting is to enable the large number of persons who are interested in educational broadcasting to discuss means by which radio may become a more effective instrument for education, both formal and informal; to serve as a clearing house for information on the latest technical and professional developments in educational broadcasting; and to enable persons representing all phases of the subject to become acquainted and to exchange ideas and experiences. The Association will be represented at this meeting.

AMERICAN COUNCIL OF LEARNED SOCIETIES

The Bulletin for July, 1936, reviews the multifarious activities of the Council and its numerous committees during 1935. The disbursements during the year were more than \$270,000, the principal items being projects of research in publication \$166,000, fellowships and assistance to individual scholars \$61,000. Announcement is made of the admission to the International Union of Academies of the German Academies of Berlin, Leipzig, Göttingen, Munich, and the Austrian Academy of Vienna.

The next annual meeting of the Council is to be held in New York, January 30 and 31, 1937. Included in the report is that of the 12th annual conference of secretaries of constituent societies, with incidental discussion of the effect of regular or frequent changes in the secretaryship, and of the advantages and disadvantages of permanent headquarters. A discussion of certain proposals for financing publication of scholarly works led to the adoption of a resolution that in principle the establishment of a "non-profit-making corporation for the publication of books, in which such profits as may accrue from publications of larger sale shall be used to publish scholarly works that will not be commercially profitable. They express the belief that in principle the establishment of such a corporation will be advantageous to the scholarly interests represented by their societies. They unanimously recommend to

the Council that this proposal be referred to an appropriate committee for further study."

INSTITUTE OF INTERNATIONAL EDUCATION, FELLOWSHIPS

The Institute has recently announced awards giving opportunities for Americans to study abroad. Among these are three American Field Service Fellowships, carrying a stipend of \$1400 for a year's study in France.

The announcement states: "By far the greater number of awards administered by the Institute are the so-called 'exchange' fellowships, a system developed by the Institute which provides for an interchange of students between this country and abroad on fellowships granted in the United States by various colleges and universities, and abroad by the several foreign governments, ministries of education, and universities. The foreign appointees under these exchanges have already arrived in this country and for three days, from September 11 to 14, over a hundred of them were the guests of the Institute at International House before departing for the colleges and universities to which they had been assigned."

HENRY FELLOWSHIPS

Seven fellowships will be offered this year to American students from the Charles and Julia Henry Fund. The fellowships are tenable for one year at Oxford or Cambridge, and the stipends are 500 each. Candidates must be unmarried American citizens, men or women. Preference will be given to applicants who are in their last year of undergraduate work or who have just started upon graduate work. Applications should be sent to the office of the Secretary of Yale University, New Haven, Connecticut, or to the office of the Secretary to the Corporation of Harvard University, Cambridge, Massachusetts, by December 15, 1936.

REPRESENTATIVES

The following members have recently represented the Association at various meetings of Associations and inaugurations:

Hale Sutherland (Lehigh), at celebration of Seventy Years of Engineering at Lafayette College, March 20.

S. Howard Patterson (Pennsylvania) and Andreas Elviken (Temple) at American Academy of Political and Social Science, Philadelphia, April 24-25.

Neil C. Arvin (Rochester) at inauguration of William Alfred Eddy as President of Hobart and William Smith Colleges, October 2.

E. S. Allen (Iowa State) at inauguration of Charles E. Friley as President of Iowa State College, October 7.

MEMBERS WHOSE ADDRESSES ARE UNKNOWN

Information in regard to the present addresses of the following members is invited for use in the membership list. The addresses given are the last known to the office, but are no longer valid.

<i>Name</i>	<i>Last University Connection</i>	<i>Last Address</i>
Blair, Alexander	(Columbia University)	New York, N. Y.
Callicott, Martha G.	(Cornell University)	Ithaca, N. Y.
Campbell, Wallace J.	(University of Oregon)	Eugene, Ore.
Dearborn, Frances R.	(Johns Hopkins University)	Baltimore, Md.
Hockensmith, Roy D.	(Colorado State College)	Fort Collins, Colo.
O'Hare, John J.	(College of New Rochelle)	New Rochelle, N. Y.
Peterson, Walter	(University of Chicago)	Chicago, Ill.
Ruch, Giles M.	(University of California)	Berkeley, Calif.
Schottenfels, Gertrude	(University of Toledo)	Toledo, Ohio
Thompson, Doris S.	(Lake Erie College)	Aurora, N. Y.
White, Harry D.	(Lawrence College)	Appleton, Wis.
Wilson, Raymond H., Jr.	(Southern Methodist Uni-versity)	Dallas, Tex.

COMMITTEE NOTES AND REPORTS LIBRARY SERVICE

REPORT ON UNIVERSITY OF SOUTH CAROLINA

Committee S (Library Service) acknowledges with thanks the receipt of a report of the A.A.U.P. Committee on the Library, of the University of South Carolina.

The report deals with three distinct problems: Departmental Allotments, Periodicals, and Administration.

The first of these, prepared by Professor Thomas F. Ball, Department of Electrical Engineering, is called to our attention as being of considerably more than local interest. The criteria for the revision of so-called departmental allotments of the book budget were (a) the number of student courses, (b) the number of student credit-hours, (c) some factors upon which old library quotas had been made. Six different methods of weighting these criteria were used in the tables of calculations, but the recommended weighting was 15%, 10%, and 75%. As Professor Ball says, "In order to obviate too radical a change from the old 'first come, first served' plan, other distribution factors might well be considered later on." Professor Ball also observes, "There are other important factors such as (1) the need in the field, (2) the cost of books on any particular subject, (3) the available material on any subject, all of which should be included in the final distribution factors to be used in the apportioning of library funds."

This report, of which a limited number of copies may be had from Professor Ball, is an interesting companion document to an article by Professor William M. Randall in the *Library Quarterly* of October, 1931, which considers specifically and exclusively the two factors: "the average cost per title of books in the various classes" and "how many books from each class will the college library be obliged to purchase each year." For the sake of comparison, reference might also be made to a recent article by Professor L. Hekhuis, Dean, College of Arts and Sciences, University of Wichita, Kansas. This article deals specifically with the distribution of departmental library funds and appeared in *The Library Journal* for August, 1936.

Even though this allotment system be considered a necessary evil, unless or until library book budgets become adequate to the demands made upon them by the library staff and college faculty, the problem will doubtless be with us for some time to come, and these and similar contributions to the problem will be of great use to Committee S in some of the studies which it is projecting.

H. B. VAN HOESEN, *Chairman*

SOME DEPRESSION-RECOVERY PROBLEMS OF HIGHER EDUCATION

A SELECTION OF DISCUSSION PARAGRAPHS FROM THE REPORT OF COMMITTEE Y

(Committee Y on Effect of Depression and Recovery on Higher Education will present a summary of its findings, with conclusions, at the annual meeting of the Association in December. Its final report will be published sometime after the first of the year. In the pages that follow the Committee presents a series of pointed paragraphs selected from the first draft of its report. These paragraphs make no attempt to summarize the vast amount of material the Committee has reviewed, nor are they to be regarded as comprehensive in the sense of representing every topic the Committee has included for analysis in its studies. They are presented, rather, for the purpose of drawing attention to a few of the many points that have emerged from the Committee's data. It is hoped, too, that they will engender some discussion among the chapters with the result that delegates present at the annual meeting will be all the more eager to participate in the discussion that will develop from the presentation of the Committee's summary of the full report. The reader should bear in mind that the paragraphs are selected from a context in which the qualifications and the elaborations serve to balance what may here appear as unjustified emphasis on certain points.)

Depression and the Younger Staff Members.—Out of the Committee's discussion of academic employment there emerges an important question of policy: Are the ultimate purposes of higher education best served by adjusting institutional finances to depression circumstances through the process of decreasing the numbers of young men and women in the lowest ranks, and at the same time blocking the entrance into the profession of other young men and women who would normally come up through the rank of instructor? The faculty of tomorrow depends upon the recruits of today. Temporarily the problems of diminishing budgets may be solved by releasing some of the young teachers and appointing but few others. The older men carry on, and institutional prestige is maintained. But will this prove to be sound procedure in the end? The alternative is not the discharge of older men in favor of instructors. It is, rather, a financial readjustment that will spread more evenly the adverse effect of depression upon college teaching by permitting the retention of the youngest staff members.

The Relative Status of Professors.—The figures on salaries and salary reductions are in no sense evidence from which dogmatic conclusions can be drawn, but they do indicate with some certainty that the pinch of depression was more acute in some other professions than among college faculty members. Except for the young men, faculties were, by and

large, maintained, and some salaries were paid; the median flat cut found in the Committee data was 15 per cent. It can not be argued that the college teaching profession did not suffer, that individuals did not undergo hardships and that some distressing retrenchments were not necessary. Times were hard and ambitions may have been blocked, yet the adjustments required of teachers at the college level can not be said to be more devastating or disrupting to morale and standards of living than in other professions. This is no argument for quiescence or passivity, nor does it minimize the individual hardships of which everyone knows, but the material is introduced as a precaution against undue pessimism with reference to the teaching profession in a depression period, and to prevent unwarranted distortion in the interpretation of the data.

Income and Educational Programs.—Many difficulties in the recent depression arose because it was assumed during the days of pre-depression expansion that all additions to the educational program were permanent. The recession was not foreseen, perhaps not even imagined. The experience since 1931-32 is conclusive proof that all additions to the programs of higher education must be evaluated in the light of future income. The depression demonstrated that recessions can be and are a reality.

The Problems That Lie Ahead.—With the restorations of salaries lagging, and almost certain to continue doing so, and with the cost of living rising, as it is, the pressures on faculty budgets are likely to increase rather than decline in the next few years. Depression forces the salary level down, and on the upturn which is accompanied by an increase in the cost of living, salaries do not move upward correspondingly fast. In these facts is the basis for the case that faculty groups must make if they are not to drop backward relatively in their economic status. The relationship between the index of university salaries and the cost of living, as related to the faculty budget, must be watched closely. Already the signs are clear that while salaries may not be falling further absolutely, relatively they are not progressing. It is clear, too, that any pronounced inflationary movement would disrupt the faculty standard of living. Prices would mount, and the professor's fixed salary would buy fewer and fewer goods. Because his overhead is heavy, adjustments are particularly difficult. Even a balanced return to "prosperity" will probably find academic salaries exhibiting inertia in their advance; the strain to maintain the scale of living is not likely to lessen in the immediate future.

The Ph.D. Degree.—Every year between 1930-31 and 1934-35 the number of Ph.D.'s has increased. Nearly 1300 doctorates were granted in 1930-31 among the institutions from which the data of the Committee were compiled. In the same institutions, the number of

Ph.D. degrees in 1934-35 was 1616, an increase of 26.6 per cent. Among the earned degrees this is unique.

During the years when academic employment was at its lowest, the institutions continued to grant increasing numbers of advanced degrees. Eventually all of these holders of a doctorate, and those that follow them, may find places for themselves and continue their scholarly work. Most of them probably aspire to faculty positions. Recalling that there was academic unemployment, largely in the lowest ranks, and also recalling that wages are still depressed below the pre-depression level at the majority of institutions, it is from one point of view almost ironic that the teaching profession should continue pouring forth holders of advanced degrees who are in a real sense competitors of those whose positions were terminated because of depression circumstances, and whose presence in the "market" inevitably serves to hold down salary levels and to create competitive attitudes and fear for security.

Basic Attitudes toward College Education.—No deep-seated change in the attitudes of the public or the students is to be inferred from the depression figures analyzed by the Committee. Enrolments were high at the outset of the period; they are, in general, higher now. The same motives that drew students to the colleges and universities six and seven years ago, still draw them there, in even larger numbers. No other institution has appeared with which young men and women can so readily identify themselves and derive the personal satisfactions that such identification brings. The college education still gives prestige; with it glamour is still associated. Students may be somewhat more serious. There may be an intensification of interest in social problems, in economics, and in politics. This would strengthen rather than weaken the hold upon them of higher education. In the community, there may be fears that the colleges and universities are radical, but the conclusion drawn from this apprehension is not the abolition of higher education, but more higher education of the type the critics regard as "sound." Education itself is not questioned.

Enrolment.—There is no reason to believe that enrolments have generally reached a saturation point, or that they will in the aggregate show declines for long years to come. The "age of employment" is rising; the high school graduate has fewer opportunities to step directly into a position. Machines, on the one hand, and the requirements in many occupations of additional training, on the other, tend to prolong still further the period of youth. Social changes a generation ago tended to pull larger numbers of young people on into the high school following their elementary courses; so likewise the social changes of recent years have produced a situation that makes entrance to college a natural course for larger numbers of high school students. That college

registrations have not in recent years grown as rapidly as the number of high school graduates is aside from the point. The essential fact is the development of a larger potential group of students for higher education than has previously existed. Historically, the school has always absorbed "unemployed youth." What reason is there to believe it will not do so again, even at the higher level? It can not be contended that the needs of all these potential students will be met by existing curricula, or even by institutions organized on the present conventional plans. It does not appear likely that the professional schools will expand their registrations indefinitely. Straws in the educational wind seem to be tending, rather, in the direction of general education, adapted to the needs and purposes of men and women who will lead unspecialized lives. These are the students who now assume a large place in the arts curricula, especially at the public institutions. If college and university curricula are adapted to their needs and interests, the prediction is not hazardous that college enrolments will grow far beyond their present magnitude. Such growth will, however, necessitate the development of an attitude that college training for the many will in the future not be primarily and immediately vocational, but, instead, "educational" in the broadest sense of that word. It is possible that the depression years have contributed to this idea, and have in dramatic manner raised some doubts in the minds of students concerning the assumed advantages of the professional work. On the other hand, professional enrolments are again starting upward. The changes that are sketched here will not take place rapidly—if they do at all. A recognition of the values of general education will develop gradually, with ups and downs. Social attitudes require time for emergence and diffusion; old ideologies and values persist. Such is the history of social change.

Salary Scales, Retirement, and Tenure.—One obvious conclusion is briefly stated: depression conditions are likely to be disruptive of salary scales and appointment policies because of their tendency to engender differentials that separate older staff members and the new appointees.

The depression unquestionably made it temporarily more difficult to provide for retirement, either individually or through group plans, but it also made dramatic the need for adequate retirement programs, and from this, on the upswing of the cycle, has come an enhanced interest in the problem.

The problem of tenure is obviously one of paramount importance to higher education. Its solution, however, involves more than the acceptance of sound principles. Fundamentally there is the problem of adequate financial support for the large number of inadequately financed institutions. In periods of depression, the matter becomes acute and is

inevitably reflected in salaries and tenure. Good salaries and certainty of tenure can not accompany inadequacy of revenue. At many institutions the educational objectives must be reexamined in the light of institutional income, and then readapted to it so that a balanced educational program can be carried forward by staff members who are adequately paid, who may participate in a retirement plan, and who have reasonable security of tenure. This conclusion is older than the depression, but depression circumstances reinforce its validity.

Sabbaticals.—Granting that it could be wished that a larger number of institutions might make provision for staff sabbaticals, the figures obtained by the Committee are not without encouraging aspects. Depression does react unfavorably upon the ability of institutions to give, and the staff members to accept, leaves, and in the future will presumably react similarly. Yet, through the depression period, more institutions maintained their policy than dropped it, and with the apparent improvement of economic conditions, both on and off the campus, the number of sabbaticals has mounted to a new high. A larger percentage of institutions reduced salaries than eliminated sabbatical leaves. The small numbers involved per institution may account for this, and yet in seeking to save funds few opportunities were overlooked. One can but hope that this record is indicative of a strong conviction on the part of administrators that the seventh-year leave is an indispensable aspect of academic life. The severity of the depression certainly did not destroy the principle of the sabbatical leave. It remains, first, to work for reintroduction at the institutions that dropped it after 1930, and, secondly, to push for its adoption at those institutions where it never has been in effect.

Faculty Loads.—The conclusion is inescapable that the depression has been accompanied by additional demands upon the time of the professor, in the classroom and out of it. Some of the additional burden interferes with the more creative work of the staff members; some of it is highly stimulating and contributes to a sense of importance and well being—the public service, for example. It is difficult, probably impossible, to generalize concerning the balance between the two, the more so since the same individuals are not usually involved. Two observations emerge from the discussion: (1) Faculty members themselves must be alert to see that emergency burdens do not become permanent. (2) There is a limit within which faculty members can assume additional load; when this is passed it can only be at the expense of activities that are fundamental in successful teaching and research. A work load that deadens the individual and leaves inadequate free time for study and creative intellectual activity will destroy a good teacher or a promising research worker. It will also develop in the public mind so bleak a picture of the

profession that competent and energetic young men and women will not aspire to enter it.

The Quality of Work.—Quality of work in an educational institution involves a reciprocity of interest and effort; there are teachers, and there are students, and they interact. If the depression stimulated new interest on the part of students, and enhanced their seriousness of purpose, the motivation arising as a consequence might, theoretically, offset deficiencies in teaching that arise for the reasons the Committee has enumerated. Many staff members are of the impression that students' interest has become greater. Perhaps the only safe generalization is that a depression is conducive to the development of a situation in which, unless precautions are taken, the quality of the teachers' work may suffer.

This is not a satisfactory conclusion for those who wish results sharply stated, and yet it is an important one, since it throws back upon the instructional staff itself a larger measure of the high responsibility for maintaining standards. In the last analysis only the faculty itself, acting together, can provide its own protection, and prevent some of the abuses that have appeared, if only sporadically, in recent years. Where an enlightened and sympathetic administration is dominating the campus, these matters will not become issues. But as the Committee has had brought to its attention on many occasions, from the faculty point of view not all administrations are enlightened. Under such circumstances, faculties must protect themselves, and the status of their profession.

The Rôle of the Faculty.—The depression has demonstrated the need for greater concern on the part of faculties with the problems that directly affect their welfare and status; and not only their concern, but their willingness to speak and be heard. This fact, in the long run, is probably far more significant than the fluctuations of salaries and employment which, because of the immediacy, tend to catch and hold the attention.

Students and the Depression.—The problems of students in seeking employment involve far more than food and lodging. The question of general health can not be ignored, especially since there is some evidence that students will assume employment loads that are far too heavy to be carried with a full schedule of regular academic work. Even before the depression, in 1927-28, college administrative officials agreed that the greatest disadvantage of student employment was that too much time was given to it; it tends to cut in on the time that should be devoted to study. Student employment officers constantly have called to their attention the cases of men and women who have accepted employment responsibilities that can not possibly be met without endangering health, if carried with a full course of study. This problem

of the overburdened student is likewise familiar to every dean of men or women. How far should students go in self-support during a college course? At what point is the line to be drawn between the advantages that come from assuming responsibilities and the disadvantages that follow from worry and possible over-work? To what extent do institutions, especially members of the teaching staff, fully know the facts pertaining to mental and personality difficulties that follow from attempts to pay one's way while in an institution of higher learning? Can the modern educational institution consider only the mental life of the students? Is the concern of the professor only with the intellectual development? These are not new questions but the depression years raise them with greater intensity, and they assume new pertinence.

Student Fees.—It is obvious that colleges and universities, if they depend upon tuition fees as a source of revenue, can not indefinitely provide loans to meet tuition, or permit deferred, or partial payments. An educational institution is a business enterprise as well as an educational organization. It must meet salaries and other necessary charges. It needs current income, and must eventually balance its income and expenditures. With other sources of revenue dwindling, there is a temptation to maintain revenues from student tuition and fee charges, and even to offset losses from other funds by increasing the tuition. The justification of this is much discussed by financial officers of educational institutions, and there is no complete agreement among them. The practice in a depression period seems to be that of shifting relatively more of the load to the students.

The dilemma is more than an economic one. It involves a philosophy of higher education. What share shall the student pay? If his share is to be a large one, even in public institutions, what are the consequences to be for those who are unable to meet the costs? Are they to be denied the advantages of college or professional work? Unless provision for them is made through additional loans and scholarships, what becomes of the democratic theory that education should be available for all of those who can derive benefit from it? Or will the line between public and private education be more sharply drawn? Will some new type of low-cost educational institution develop to meet the mass needs? Already institutional competition between older colleges and low-cost colleges may be found in some of the urban centers of the country. These colleges have attracted large numbers of students. Is this the solution? Is it a solution to have students shift to these institutions under the pressures of depression adversity?

The Shift in Control over Public Institutions.—An outstanding effect of the depression has been to focus attention of the citizens upon financial retrenchment. The result has been a widespread enactment of new

laws by state legislatures affecting in varying degrees the public institutions of higher education. The purpose of the legislation in general has been to centralize authority over many functions performed by the states, including higher education. Centralization of authority is a conspicuous feature of political life in the United States at the present time. This basic tendency has received additional impetus because of the economic and social problems directly engendered by the depression. It is possible to discuss only selected examples of this legislation as it relates to public education at the higher level. A matter of major importance, and the one to which attention is limited, involves the question of institutional control. Who is to determine the policies that vitally affect the development of higher education? Who is to make the decisions that will ultimately give the institutions the character in terms of which they will be judged in the educational world? Are the matters that are involved to be passed upon by educational authorities, or by others? How great is the danger that educational control of the public colleges and universities will shift from the hands of the educational administrators and the faculties into the hands of state officers whose major interests are not primarily educational, and whose background for making decisions of an educational nature may be totally inadequate?

Federal Government and Education.—The Constitution of the United States makes no reference to education. By implication this function is left to the states. Nevertheless the history of education in the United States, even since 1929, reveals a constantly increasing concern of the federal government with educational matters. Failure to recognize this will result in the concealment of some significant trends that are of direct pertinence in analyzing what has been occurring in the field of higher education, particularly during the present decade and the depression years.

Federal Control and the Land-Grant Colleges.—Federal control over educational projects may be only potential or it may be overt. It is probably true that the administrators of land-grant colleges and directors of experiment stations and extension divisions have felt no tangible pressure shaping their work except in a most general way. However, the pattern of organization through which control might be exerted does exist. Perhaps this pattern of organization becomes important only if unusual social conditions prevail and certain social policies with respect to them have been formulated. The distinction between the potential control and the dangers of actual control may be suggested by stating that potential control is a threat to the fundamental educational program of a land-grant institution *only if* along with it there has also been engendered in the minds of the federal agencies an assumption of a right to utilize the machinery of the college organization if they deem

it necessary or desirable to do so. The important consideration is not that the federal government imposes conditions, sets standards, or seeks to insure adequate personnel; theoretically the control might stop at that point, with beneficial educational results. The real danger would seem to come when and if the agents of the federal government assume that because of federal contributions to state programs, the federal government reserves the right to step in and bend the programs to its own purposes by utilizing whatever machinery is involved. College professors and administrators accordingly should consider with care the actions of the federal government during the depression period. There is much to suggest that in certain fields governmental officials have made the assumption of special privilege whereby they may utilize the college and university machinery in furthering activities that are part of the general program of the dominant political party.

Federal Student Aid.—Eventually it must be decided whether or not federal student aid is to be perpetuated on a non-emergency basis as a forthright educational program under which the federal government assumes some responsibility for the higher education of needy students throughout the states, regardless of the general economic condition of the country. The way for this is now open.

Federal Aid and Educational Standards.—If the federal government is subsidizing the education of more than a hundred thousand young men and women, does this carry any responsibility for requiring that these students shall attend only those institutions that meet some minimum educational standard? Should the federal government through any kind of subsidy program assist in the perpetuation of weak institutions, and indirectly encourage students to attend them? Will not some control of educational standards inevitably follow the continued expenditure of these vast sums of federal money? The entire history of federal aid suggests an affirmative answer. This is not entirely a hypothetical problem. During the first phase of the program, the question of federal obligations to students, with reference to institutional standards, was constantly discussed by the educational advisers. On the ground that emergency factors were predominant, the issue was not squarely met, but it can not be indefinitely postponed. Nor should it be if the program is continued beyond an emergency period.

The Need for More Adequate Data.—In the practical world of the present century, with higher education organized and financed as it is, and subject to the pressures that have been discussed by the Committee, the strongest weapon that the teaching profession may possess is an assemblage of facts that is pertinent to whatever subject may arise for discussion. Facts eventually accomplish more than opinion and belief. For this reason one reviews with regret the relative dearth of vital and

pertinent information that may be drawn upon by the members of the teaching profession.

There is no reason why the creation and perpetuation of "professional barometers" should not be a function of a research division of such an organization as the American Association of University Professors. The fact that the Association already has chapters at nearly 300 institutions of higher learning provides it with the machinery for gathering and compiling the necessary data. Business organizations group themselves together and systematically collect information that is useful to themselves, and depend upon cooperating firms for the collection. Neither is there a reason why a given number of chapters of the A. A. U. P. should not be willing to collect systematically and annually the information that might be desired by the central office for the construction of higher education indices. Not only does the Association have its member chapters; it also has a periodical that reaches its extensive membership.

There are many obstacles in the path toward better statistical materials for higher education. But beginnings must be made at some point, and the work of Committee Y leads to the inevitable conclusion that now is an appropriate time to make the beginning. Some of the depression-recovery problems would not have seemed so pressing, or led to such uncertainty, had there been at hand adequate statistical materials that would have given greater understanding of the drift that was taking place.

F. K. RICHTMYER, Cornell University, *Chairman*
MALCOLM M. WILLEY, University of Minnesota, *Director of Studies*

ECONOMIC CONDITION OF THE PROFESSION

ALABAMA BUDGET LAW

The Association's attention has been called to the unfavorable financial position of teachers in state institutions of Alabama. The following correspondence speaks for itself:

May 14, 1936

Governor Bibb Graves
Montgomery, Alabama

Dear Governor Graves:

This Association, as indicated by the enclosures, endeavors to keep its members informed of tenure conditions, particularly in cases where they are unsatisfactory. I am advised by a correspondent that in Alabama there is a statute under which all indebtedness of the State is canceled on October 1 if money is not available and that accordingly teachers in the State are receiving only 25 to 60% of their nominal salaries. Before publishing in our *Bulletin* a statement which might deter members from accepting positions in Alabama institutions, I am writing to ask if you will advise me whether this information is substantially correct.

Very truly yours,

H. W. TYLER,

Acting General Secretary

July 27, 1936

Mr. H. W. Tyler,
American Association of University Professors,
Washington, D. C.

Dear Sir:

Your letter of May 14, to Governor Graves relative to the Budget Act of Alabama, has been referred to me.

In reply I beg to advise that it is true that under the Budget Act of Alabama, that the unpaid part of appropriations as of September 30, reverts to the General Fund or is canceled.

Under our Budget Law and under a decision of the Supreme Court in the case of Abramson vs. Hard [229 Ala. 2, 155 So. 90 (1934)], the essential functions of government are set up one hundred cents on the dollar. Education is not considered an essential function of government and their appropriations are prorated among the balance of estimated revenue remaining after the essential functions of government have been taken care of.

The appropriations for Education out of the General Fund of the State have been prorated to the extent of 30.15% of the appropriations, the remaining 69.85% is canceled at the close of the fiscal year, September 30, 1936. In case any indebtedness has been incurred for which no bill has been rendered as of September 30, 1936, an amount is set up as an encumbrance sufficient to take care of same, but in no event can the expenditures exceed the 30.15%.

Tusting this is the information you desire, I am

Yours very truly,

(S) CHARLES W. LEE

State Comptroller

It should be added that in 1935 the legislature of Alabama passed an act (Alabama General Acts 1935, No. 151, page 193) specifically declaring the maintenance and operation of state educational institutions "to be an essential function of State government of equal importance with the other essential functions of State government such as the legislative, executive, and judicial departments; and the payment of the salaries of the teachers and administrative officers of said schools and institutions is as essential as the payment of the salary of any officer of the State." The State Comptroller advises the Association that when the Attorney General was asked for an opinion as to the constitutionality of the Act of 1935, he ruled it unconstitutional.

PARTIAL REPORT OF THE COMMITTEE ON ORGANIZATION AND POLICY: PROPOSED CONSTITUTIONAL AMENDMENTS¹

The following partial report of the Committee on Organization and Policy is submitted at this time in order that it may be printed in the *Bulletin* in explanation of certain proposed amendments to the Constitution which the Committee has decided to recommend for adoption at the annual meeting. The Committee has considered carefully many other matters including such questions as the election of officers and Council members by mail ballot. The Committee's recommendations on these other matters will be made in the remainder of the report which will be presented at the annual meeting. Members having proposals which they think the Committee should consider are urged to submit them at once to the Chairman of the Committee or to some member thereof.

The accompanying draft¹ of proposed amendments to the Constitution of the Association was agreed upon at meetings of the Committee held at the Stevens Hotel, Chicago, on October 17 and 18, and by subsequent correspondence. In part these amendments grew out of the discussion at the last annual meeting as to the meaning of certain provisions of the Constitution, especially as to whether Article X, which provides for proportional voting, applies to the election of officers. This question was referred by the Annual Meeting to the Committee. In part the proposed amendments grew out of discussions in the October meeting of the Council, discussions in which the three members of the Committee who are members of the Council took part.

The Committee offers these amendments at this time, not necessarily for adoption at the coming annual meeting in December, but in order to get the problems involved formally before the Association for discussion. If serious differences of opinion should develop as to the wisdom of one or more of the proposed amendments, the Committee would be the first to recognize the desirability of full discussion by the chapters before final action.

The proposed amendments fall into two main classes: (1) those clarifying the situation as to proportional voting; (2) those relating to the size and composition of the Council. These will be discussed in order.

(1) *Voting at the Annual Meeting.*—The present provisions of the Constitution, as was discovered at the last annual meeting, are not clear. The provisions for election of officers and for amendment of the Constitution contain language which is apparently a survival from the time before the Association had chapters; Article X represents a later de-

¹ See page 434.

velopment. The ruling of the President last December was that Article X applied to the election of officers under Article III. This ruling was upheld. The Committee has therefore redrafted Article III to make this clear. It has also done the same for Article IX, dealing with amendments to the Constitution, where the same ambiguity exists.

In examining Article X the Committee noted that as it stands the "members in an institution" are entitled to send delegates to the annual meeting. In view of the fact that we now have 265 organized chapters, and in order to encourage the members in a given institution to form a chapter organization where they have not done so, the Committee has suggested for consideration a change in wording which limits voting at the annual meeting to duly accredited delegates of chapters. Other members present are given the privileges of the floor but may not vote. The Committee also suggests that in estimating the number of votes to which a chapter is entitled only *active* members be counted. Finally, the last sentence of the draft of Article X applies to any special meeting of the Association the same rules of voting as at an annual meeting. The revised provisions of Article X are by other proposed amendments (to Article III and Article IX) applied to the election of officers and to constitutional amendments.

In proposing these various changes the Committee does so in order to bring the fundamental law of the Association on the matter of voting into harmony with what it believes to be the nature of the Association as it has developed. The General Secretary sends regular circular letters to the chapters, not to members, and delegates are in all cases appointed by chapters rather than by unorganized groups of members: in other words, our essential organization is now by chapters.

(2) *The Council.*—At the October meeting of the Council 29 members were present, at a cost to the Association of about \$1000. Even this sum does not defray in full the expenses of the Council members in attending the meeting. It was the belief of the members of the Committee who attended the meeting that as now organized the Council is too large a body. This view was expressed by a number of other members of the Council.

In order to bring the matter clearly before the Association, the Committee recommends the following changes:

That the number of members of the Council be reduced from 37 to 26, having only one instead of two Vice-Presidents, by including only two instead of three ex-Presidents, and by electing only seven instead of ten term members each year.

If these suggestions are adopted, it will be necessary to re-divide the country into seven instead of ten regions. Accordingly an appropriate amendment to By-Law 1 will be submitted if the suggestions are adopted.

In suggesting only one Vice-President the Committee had in mind not only reduction in the size of the Council but also simplification in the constitutional provisions, by inserting a provision that in case there is a vacancy in the Presidency the Vice-President shall succeed to the office. In providing that only the two latest living ex-Presidents be members of the Council the Committee also was not merely engaged in reducing the size of the Council. It was in addition taking account of a criticism made by some members—the Committee does not know how many—that there are too many ex-officers on the Council. The provision as suggested would keep each President on the Council for a total of six years instead of eight. This the Committee believes to be long enough to give the Council the benefit of each President's experience.

The Committee recognizes that the larger Council membership has some advantages, but believes the balance is in favor of the smaller body, especially if, as the Committee believes should be done, the full expenses of Council members are paid. It believes that geographical regions, types of institutions, and subject matter can be adequately provided for by a wise selection by the Nominating Committee of nominees for Council vacancies. It should be pointed out that until recently the average number of members attending the Council meetings has been no larger than would be the case with the smaller Council when all expenses are paid. The Committee also assumes that when full expenses are paid members of the Council will be willing to spend at least two full days at each Council meeting: something which it has not seemed feasible to ask when members were themselves paying a portion of their expenses. As it seems reasonably clear that the budget of the Association can not bear the burden of paying the full expenses of members of a Council of 37, the Committee believes that the smaller Council, which with all expenses paid will be an even more representative body than has been the case in the past, has advantages over the larger body.

The Committee believes that some of the amendments, especially those clarifying the matter of proportional voting, ought to be acted upon this year. Action on the reduction in the size of the Council may perhaps be postponed in order to allow further discussion. Attention is, however, called to the fact that it will require three years to reduce the size of the Council to 21 as recommended, even if action is taken this year. In saying this the Committee does not mean to urge adoption at the coming annual meeting, but merely to call attention to the effect of a postponement of action until the annual meeting at the end of 1937.

For the Committee:

WALTER W. COOK, *Chairman*

EDUCATIONAL DISCUSSION

INTERPRETATION OF SCIENCE

. . . In literary circles it seems to be commonly believed that the pursuit of scientific knowledge produces a cold and mechanistic type of mind altogether opposed to the throbbing and compassionate heart of life to which literature aims to respond. Even the knowledge itself is regarded superciliously because it can not claim to belong to the eternal verities. "The gods are dead," wrote W. E. Henley.

The world, a world of prose,
Full-crammed with facts, in science swathed and sheeted,
Nods in a stertorous after-dinner doze!
Plangent and sad, in every wind that blows
Who will may hear the sorry words repeated:—
"The Gods are dead."

It is true that the old idols of wood and stone are gone, but far nobler conceptions have taken their place. The universe no longer consists of a few thousand lamps lit nightly by angel torches, but of many millions of suns moving in the infinite azure, into which the mind of man is continually penetrating further. Astronomy shows that realms of celestial light exist where darkness was supposed to prevail, while scientific imagination enables obscure stars to be found which can never be brought within the sense of human vision, the invisible lattice work of crystals to be discerned, and the movements of constituent particles of atoms to be determined as accurately as those of planets around the sun. The greatest advances of science are made by the disciplined use of imagination; but in this field the picture conceived is always presented to nature for approval or rejection, and her decision upon it is final. In contemporary art, literature, and drama, creative imagination may be exhausted, but not in science, which can provide hundreds of arresting ideas awaiting beautiful expression by pen and pencil. With one or two brilliant exceptions, popular writers of the present day are indifferent to the knowledge gained by scientific study, and unmoved by the message which science alone is able to give. Unbounded riches have been placed before them, yet they rarely raise their eyes from the primitive refuse heap. Not by their works shall we become "children of light," but by the indomitable spirit of man ever straining upwards to reach the stars.

Science needs not only writers to make its achievements intelligible to general readers, but also poetic and other interpreters who will expound its intent and influence by artistic representation or performance. It is to such literary and similar interpretations of ascertained knowledge

that this address is devoted, and not to purely scientific description, however admirable and accurate this may be. Several years ago the separation of the scientific and the esthetic sides of culture was committed upon in the report of a committee of the then Prime Minister on "The Teaching of English in England," and the hope was expressed that the two might be more closely united. . . .

Some of the greatest poets have, however, enriched their verse by the study of natural phenomena—Lucretius, Milton, Dante, and Goethe, for example, each made accurate use of the scientific knowledge of their times. In English poetry dealing with nature—the countryside as apart from precise science—Thomson in his "Seasons" brought about a great development of interest in the natural world related to universal human nature. Even closer contact was revealed by Wordsworth, who accepted divine thought as pervading all nature and the poet as responding to the moods with which he was in close communion. . . .

Though poetry and science represent different attitudes towards nature, they are not mutually destructive and may be complementary to one another. The purpose of poetry is not to present facts, but to express stimulating thoughts in a perfect setting of words. While science seeks to secure uniformity in verifiable truths, the essence of poetry is diversity of conception. To the scientific imagination the atom is a microcosm in which the movement of each electron plays a particular part; and it is upon the nature and consequences of the movements of such particles that attention is concentrated. The desire is to see things as they are, whereas the poet aims to display the emotional feelings aroused by them. . . .

There is no lack now of accurate description and graceful phrasing in poetic and other literature dealing with what may be called natural history subjects. It can not be said, however, that the intellectual horizon of men of letters generally has been extended by advances in modern science. There is not much evidence in the works of leaders in literature of assimilation of the new knowledge or even of the slightest sympathy with it. Occasionally, one finds a reasonable attitude towards the age of science and invention in which we live, but more usually there is an absence of an outlook which will regard science not merely as a storehouse of facts to be used for material purposes, but as one of the great human endowments to be ranked with art and religion, and the guide and expression of man's fearless quest for truth. . . .

The machine has always been regarded as a soul-destroying agency, and one of the reactions is to escape from it and return to primitive conditions of life. This cult of romanticism has been the theme of many idylls in which the beauties of nature and the simple pleasures of country life are presented as ideal conditions of human existence. The machine

itself is condemned instead of the selfish and unsocial uses made of its power. The greatness of scientific discovery and mechanical ingenuity is naturally overlooked because of sympathy for the working classes who have been exploited to secure industrial success and profits. . . .

While it is to be regretted that achievements of modern science have failed to inspire contemporary poets, we realize fully that the human heart will not be touched by soulless descriptions of natural events or phenomena. "Poetry," said Leigh Hunt, "is the utterance of a passion for truth, beauty, and power, embodying and illustrating its conceptions by imagination and fancy." There can be no inspiring poetry of science without the possession of these spiritual attributes and the artistic instinct which will clothe them in garments of blissful words and radiant phrases. When the poet of science does arise, he will probably not have had a specialized scientific training, but his mind will be sensitive to the wonder of scientific discoveries and the insight they afford into natural things from the atom to the celestial universe. Through appreciation of these revelations he will be uplifted to planes of creative thought and sublime interpretation.

SIR RICHARD GREGORY
Nature, vol. 137, No. 3476

GRADUATE WORK IN SCIENCE¹

"...Graduate students, and their faculty colleagues, will continue to be concerned with finding new methods for splitting atoms; with bridging the gap between animate and inanimate matter; with elucidating the many puzzling problems of vital processes; with peering into still further depths of space by, perhaps, 400-inch telescopes. For the most part these investigators, both old and young, will be motivated by a desire to study the phenomena of nature; not by any hope of personal gain, even remote, as a result of these researches. . . .

"We should, of course, continue to strive unceasingly for better faculties, better facilities, enlarged opportunities for carrying on scientific research in our universities, and thereby the better to train young men and women for careers in science. But when we have given them our best we have succeeded, sordid though the expression may be, merely in teaching them to earn a living. I am bold enough to predict that this business of earning a living, essential though it is, will be somewhat less important in this new era ahead of us than it has been in the past half-century. Living outside of one's profession; taking a deeper interest in the trends of human society; trying to understand the many puzzling

¹ From an address delivered at the celebration of the 25th anniversary of the founding of the Graduate School of Ohio State University on May 22.

problems which are ever before the race; accepting one's responsibilities as a world citizen; drinking deeper of the great enrichments of life—these will play a larger part in the future than they have in the past. We will do our young scientists an ill service if, in our enthusiastic emphasis on a scientific career, we distract their attention completely from this business of living. A scientist who knows only his science is as narrow as an engineer who knows only his bridges; or as a classicist who knows only his Greek. The world can never make progress if it is made up of narrow men.

"With a few notable exceptions, scientists as a group have not been very active in extra-scientific affairs. This is to be regretted. For not only has science been almost solely responsible for moulding, for better or for worse, the material aspects of present-day civilization, which in turn have influenced so profoundly our whole social complex; but science is unique in the extent to which it recognizes no international boundaries. There is a voluntary and very effective cooperation and, more important, a kind of *camaraderie* among scientists of all nationalities that our leaders in world affairs could do well to study. One recognizes, of course, that it is far easier to discuss objectively data on cosmic rays than the problems of the tariff or the limitation of armament. And one would not for a moment imply that scientists could solve problems, where statesmen have failed. Nevertheless, I believe that the scientists can render service in addition to discovering new phenomena to serve as bases for new gadgets and new inventions. That he has not done so is, again, due in part at least to the fact that his training has been rather narrowly specialized.

"In short, of the many problems which will have to be faced in organizing and administering graduate work in science in the next 25 years, I believe that none is more important than that of finding ways and means of impressing upon the embryo scientist the fact that he has both obligations and opportunities outside of his professional field—a remark that is probably applicable to every branch of higher education.

"I am quite sure that no formal changes in the conduct and administration of graduate work will be in the slightest degree effective. It matters not whether it takes two years or four years to get a Ph.D.; nor whether the direction of the work of a graduate student be in the hands of one faculty member or ten; nor whether the thesis occupies one-fourth or three-fourths of the entire period of study. I am equally sure that the addition of required, liberalizing courses would be of no avail; would be a step in the wrong direction. We should reduce, rather than increase, the *formal* requirements for a degree. What is needed is the development of an attitude of mind. Preaching, in the guise of instruction, would almost certainly produce an adverse reaction.

"I return again to the question of the graduate faculty. So long as the faculty is interested only in the training of specialists, only specialists will be trained. If we would turn out young doctors of philosophy with broader interests, we must have faculties made up of men with broader interests. For it is generally agreed that the personal influence which a faculty, mainly in indirect ways, exerts upon its student body is more potent than the instruction which it gives. To build up such faculties is the task of administrators. The task will require careful selection in the filling of new positions; much time; and, above all, the backing, even demands, of public opinion. Our utilitarian colleges evolved in a utilitarian age. Colleges which emphasize both utility and culture will be found only in a society which places culture on a par with utility. This comparatively young country of ours is still a long way from that goal. To lead the public in that direction is both the opportunity and the obligation of university administrators, faculties, and alumni—a task in which the alumnus who has his Ph.D. in science may, if he will, play a prominent part.

"This brings me to the second suggestion—still farther from any hope of early realization. I have emphasized the desirability of the scientist's acquiring a deeper interest in, and a better understanding of, the various extra-scientific problems of the day. Conversely, I hope the time may come when the general public will have a better understanding of, and perhaps a keener interest in, research in pure science. Today there is, I fear, much mutual misunderstanding. The scientist, engaged as he is in non-profit-making pursuits, finds it difficult to understand why the people of this country are willing to spend a couple of billion dollars per year for cigars, cigarettes and tobacco, chewing gum and the like, while the total budget of all our collegiate institutions, support for research included as a very small fraction thereof, is only a little over a quarter of that sum. He himself finds the search for new knowledge so fascinating that he is frequently hurt when the public fails to share his enthusiasm or even laughs good-naturedly at it. A large part of the public, however, with so many of its non-working hours occupied with the sports-page of the evening paper, the current movies in town, and with radio-jazz providing the background for what little thinking there is, fails to see why any red-blooded man should want to spend his time with test-tubes, microscopes, and galvanometers. There is recognition of what is *called* science, but this recognition is mainly lip-service, and in any event is confined largely to applied science—really engineering development—which produces new radios, television, faster automobiles and airplanes, and the like. These commercial products of applied science are what the public *sees*. Behind them, the public hears much about the industrial research laboratory—frequently referred to as

houses of magic, and the workers therein as magicians. We all like to see a clever magician do his tricks; pull rabbits out of empty hats. But, having no faith in the spontaneous generation of rabbits, we know that the magician somehow got the rabbit into the hat without our seeing it. It is *that* cleverness that we admire and applaud. If these exceedingly capable industrial scientists and engineers are able to pull scientific rabbits out of hats, it is because somehow the rabbits were placed there in advance. For this the pure scientist, working behind the scenes, is in large part responsible. The public sees only the play; not the author and the back-stage force.

"It should not be difficult to find ways and means of educating the public to understand the contributions that pure science makes to world progress. Indeed, various agencies are already working toward this end—newspapers, periodicals, occasionally radio, for example. The public is reasonably responsive to anything which has a utilitarian end. When it becomes generally understood that to expand industry we must have applied science; to have applied science we must have pure science; then pure science will receive increased recognition, and perhaps more adequate support.

"But—a utilitarian argument again! Are scientists ready to admit that the only justification for maintaining laboratories for work in pure science is that out of those laboratories may come a few discoveries that may ultimately find industrial applications? I am sure that scientists themselves do not believe so. While they are usually gratified when a scientific discovery does become "useful," as the man-of-the-street uses the term, it is not for that purpose that they carry on research. They believe that science—a knowledge of the universe around us and its laws—should interest the average citizen; that in the scheme of modern society science, pure science, should have a place at least on a par with art and music and poetry. The pictures on the wall do not make the house warmer in winter. Yet it is a poor room indeed that does not have them.

"But what are scientists themselves doing to urge this viewpoint? And who will do it, if not the scientists?

"I believe that graduate schools can very greatly extend their services during the next 25 years by broadening their own horizons beyond the utilitarian specialization characteristic of the past half-century. By means of that subtle thing called 'atmosphere,' and in various other ways they can see to it that 'doctor of philosophy' means something more than a badge of professional proficiency; and that the holders thereof are men and women who recognize and accept their obligation to help make this a better world in which to live."

F. K. RICHTMYER

School and Society, vol. xlvi, no. 1120

HIGHER LIBERAL EDUCATION

. . . There has been a tradition that the function of liberal education was to initiate young people into the mysteries of higher learning. It is now recognized that the function of liberal education is the development of the intellectual powers and personal traits which the individual possesses. The source of the authority of the liberal college in directing this work is twofold: the understanding of society, its organization, trends, and needs; and the knowledge of the individual, based on the sciences of genetics and psychology. When the function of the liberal college is stated in this way, its work is seen to be much more difficult and exacting. It was comparatively easy to teach a well-defined subject in a traditional manner. It is not so easy to build curricula in the light of social needs and trends, to choose subject materials and use them as mental food and exercise for the individual in the way appropriate to the particular combination of human traits found in him and appropriate to the contribution that he can make to social strength and welfare. . . .

A proper college course takes the student whose native intellectual powers make him capable of scientific research or of work on a comparable plane in a profession or in critical and interpretive scholarship, introduces him to the range of human knowledge, helps him to acquaint himself with the general body of knowledge in representative fields and trains him in the use of the methods needed in dealing with the more profound and difficult problems and theories in one or more fields of especial interest to him. This much can be done and should be done in a four-year college course whether the student is going on to professional or graduate study or plans to be as intelligent and efficient a citizen as his intellectual endowments permit. . . .

Under present conditions a college course planned and conducted on these lines can be carried successfully by less than one-half of the young men and women who enter most of our colleges in the west. Certain demands of the proper college course are beyond the powers of half of those who seek the advantages of the college diploma.

- (1) Beginning in the freshman year its work must contain detailed materials from the main fields of knowledge to lay the foundation for the progressively more intensive studies of the later years;
- (2) The study of these materials must be critical and systematic, leading to organized science and competent expression in art or practice;
- (3) A curriculum must provide for breadth and coherence in order that later studies may be intelligible;
- (4) Tools must be provided for the more advanced studies, *e. g.*, mathematics, logic, languages, statistics, and oral and written English;
- (5) The rate of progress and the depth to which studies are driven

must be such as to offer continual stimulus and pleasurable exertion to the competent student.

It is not the report of or news about the scholar's interests, achievements or tangible finished product that overtaxes the mental equipment of half of the students. What these students find impossible is to understand and work with the scholar's actual materials, tools, techniques, and fabrications. Since these are the necessary procedures and achievements of those who would engage in scholarship, those who are incapable of these things are said to "fail." . . .

What educational experience, then, can be provided for these students of lower scholastic capacity that will carry them beyond the level of high-school graduation? First, they can deal with those very reports of the scholar's product previously mentioned and with the practical significance of these for the daily lives of their fellows and the policies and customs of their communities. We can readily name many things in our recent history with respect to which these young people are competent to form sound opinions and to formulate and support intelligent public policies: forests, their past exploitation, their destruction by fires and the means of their renewal; soils, erosion, enrichment, crop rotation, etc.; exhaustion of minerals, oil, gas, etc.; the descriptive facts of our industrial system and some of the principles of economics; the principles of fairness and honesty in government and the duties of citizenship; the principle of trusteeship in banking; the appreciation of art and literature and the formation of a healthy public opinion with regard to art expression in moving pictures, radio, etc. Add to the treatment of such subjects the study of English, general history and American government and you have a program suitable for persons who take to learning from books that will provide a good foundation for intelligent citizenship. . . .

Our problem now is how to use those subjects not as disciplines to form and mould our students but as instruments or exercises to enable the individual student to develop his own powers and to organize his talents and energies in the prosecution of the work most appropriate for him to do.

Under this new conception there are certain things that form constant parts or aspects of our duties and a few characteristics which all individual curricula have in common.

Guidance.—Advising with students with regard to their educational plans is one of the primary functions of the faculty. Logically and often in reality it should precede teaching them. To those who come to instructors or advisers with doubts or questions and to those who appear to be attempting work for which they are not fitted we owe our best efforts to help each student analyze his own interests and abilities and

help him to plan a course of study which will enable him to develop and express himself, to become an efficient worker in a field where he can gain for himself a satisfactory life, and at the same time a course of study for which the faculty can with entire self-respect recommend the college degree. If the student's case can not be worked out so as to gain all these ends, then we should try to transfer him to some other institution or to some other field of activity in which he can find fitting opportunities. Only in the case of downright lack of intellectual ability or personal attitude ought we to be content merely to let the student drop with a feeling of discouragement and perhaps of disgrace.

In order to provide adequately for this function of guidance each institution should take pains to have on its faculty an adequate number of persons properly qualified and interested in advising. The criterion for faculty membership has too long been the prosecution of research with the assumption of competence in teaching. It should be instead demonstrated competence in teaching together with either research or counseling with students.

Student Initiative and Responsibility.—The course of study should be planned by the student with the approval of a faculty adviser. Any project well planned is half accomplished; but the planning must be done by the person most concerned, not by some one else for him. On the other hand, an entirely free elective system has been rejected by American colleges and rightly so, because it leads to license and because the college is responsible for conferring the degree sought. Therefore the college must furnish in the person of an adviser or otherwise a representative who will carry the authority and responsibility of the faculty for the course of study taken by the student as a candidate for the degree.

Intellectual Growth.—The general curricular plans offered by the faculty should be such as to give each student the opportunity to make his course a period of intellectual growth and the degree should be granted only on evidence of reasonable progress and achievement by the student. All colleges have had to deal with the tendency of junior and senior students to fill up their programs as far as possible with freshman and sophomore courses, sometimes on the pretense of broadening their culture, sometimes more frankly as snaps. There are various ways of dealing with this, but it is clear that a few simple requirements from the freshman year onward are sufficient to put the student in a position when he reaches the junior year to spend his time (or nearly all his time) on studies intended for juniors and seniors and so conducted as to elicit mature and competent efforts beyond what could be expected of freshmen or sophomores.

As the student goes forward to carry out his individual plan he

should, usually by the end of his sophomore year, be expected to define what he hopes to accomplish during his senior college years and to outline courses of study to serve his purpose. Not only should his purpose be clearly defined, but his courses should show some true relation to his purpose and should have coherence among themselves—that is, the study program should be dominated by the student's own clear vision of what he wants to do and how to do it. In so far as the plan is defective in these respects the adviser should offer help by criticism, questions, and even suggestions, but beyond some reasonable limit to be determined by the judgment of the experienced adviser, he should not make the student's plan for him or allow the student to reach graduation without demonstrating his own competent control over the main features of his college course. . . .

J. B. JOHNSTON

School and Society, vol. xliv, no. 1124

CODE OF ETHICS OR STATEMENT OF OBJECTIVES?

The National Advisory Council on Educational Freedom includes official representatives from six teachers' organizations of national scope, including the American Federation of Teachers. To this Council has been submitted a draft of a proposed Code of Ethics for Teachers. The Code of Ethics would have the teachers agree to assume certain responsibilities toward the children and the community and to insist on certain rights and a definite status. That is as it should be, but the very promulgation of a Code of Ethics not only has a certain wrong approach on the matter of responsibilities but is predicated on a wrong premise. It creates the impression that teachers do not have a proper attitude toward education and children; that they should agree upon a Code of Ethics that shall act as a determinant of their conduct and action in that regard.

In the very first section of the "Framework for a Code of Ethics for Teachers" dealing with employment, the problem is placed incorrectly. The formulation is such that it would seem it is a matter of the interests of teachers as against the interests of society, consideration for the teachers as against consideration for the child. In actuality the problem is not that. It is rather the interests of the children against those of the bankers, real estate interests, public utilities, and those who place property values above human values.

The great mass of teachers in the country take their work and profession seriously and are vitally interested in the welfare and education of the children. The responsibility for the ills, shortcomings, and failures of education in our country does not lie primarily on the teachers, but rather on the Boards of Education and the Boards of Trustees, and the

powers that stand behind and above them. What is required, therefore, is not a Code of Ethics to serve as a mechanical disciplinary form for teachers on a matter which is at present essentially beyond their control but rather a determination on their part so to organize their forces as to be able to exert sufficient and effective pressure. The teachers must take their place vigorously on the side of the children against the retrenchment, "economy" advocates and their policies.

Teachers should insist upon appointments based on a fair examination system; adequate training and educational requirements for the right to enter examinations that should be open to all without discrimination; definite tenure after a limited probationary period; adequate compensation; a régime where teachers will not work on the basis of fear but on the basis of interest in the children and love for their work; educational freedom; a method of work where teachers will have a voice in determining educational policies and practices, where their initiative will be drawn upon and encouraged; and a very much enlarged appropriation for education that will enable problems to be taken up in real earnest and for progressive policies to be introduced. Definite provisions must be made for the protection of the probationary teacher.

A Statement of Objectives is needed, rather than a Code of Ethics which would have it appear that the fault lies with teachers and not elsewhere.

Weeding out incompetent teachers is not the problem. See to it that competent people are attracted to the profession rather than that it should be necessary to figure out ways and means of getting rid of incompetents. Let there be adequate requirements for the profession; have training and educational methods of teachers improved; let conditions be such as to attract capable individuals; have régimes that will draw out and encourage the best that is in teachers; let it be realized that alertness can not be compelled but can be stimulated.

It is extremely important to protect teachers against trumped-up charges of inefficiency. Teachers should have the right to open trial, with the right of counsel, with the right to records and minutes, and with the right to know charges in advance. Teachers should have the right to appeal to a jury of their peers. We can not consider Boards of Trustees, Boards of Superintendents, and Boards of Education as made up of abstract, idealized, and perfect educators. Such groups too often have certain connections; too often are answerable to vested and powerful interests, political or religious; have insufficient background for the facing of educational questions. To depend upon these as judges of whether teachers are efficient or inefficient would be not to solve problems but rather to create new ones. . . .

Needed now in the Statement of Objectives are planks to raise the

working, living, and professional standards of the teachers; a Bill of Rights that will enable teachers to function as teachers and citizens; a procedure that will enable teachers to express their opinions and influence policy affecting the children, teachers, and education; the right of teachers to organize, and have their organization recognized and dealt with; the application of the Bill of Rights as embodied in the first ten amendments of the U. S. Constitution; a greater recognition of the importance of education and social services in the budgets of the federal, state, and city governments; the election of Boards of Education by the people of the community with representation for educators, parents, labor, and teachers. . . .

BEN DAVIDSON
American Teacher, vol. xx, no. 4

REVIEWS

ESSAYS ON EXAMINATIONS

Essays on Examinations, Publication of the International Institute Examinations Enquiry; London: Macmillan and Co., Ltd., 1936; 168 pp., 5 shillings.

The nine essays that comprise this volume deal directly with, or are related to, certain major problems in the examination system in England. All but three of them are contributions from members of the committee for the investigation of examination problems in that country. There are three articles on Leaving Examinations in Germany, dealing with pre-war Prussia, the period from 1925 to the Nazi Revolution, and the present.

The first essay on "The Scholarship System in England to 1890 and Some of Its Developments" by Sir Michael Sadler, Chairman of the English Committee, fills roughly the first half of the book. At the outset Sir Michael indicates that "The scholarship system in its present form is a distinctive mark of English education. In no other country is it so widespread, so well endowed or so largely assisted by public authorities out of public funds. In none has it so strong an influence upon methods of teaching and upon the course of educational administration. But though its spirit is modern and its most extensive developments are of quite recent date, the system has its roots in the Middle Ages." He points out, too, that in England, "Conservatism with plenty of safety-valves suits the public taste. And in our educational system the chief safety-valves are the scholarships."

Sketching in some detail the history of the scholarship system in England, he shows further that the funds for scholarships were first provided from the piety or forethought of medieval benefactors. With a deft pen he traces the founding at Winchester during the early part of the 14th Century of the first of the great Public Schools by William of Wykeham who wished to provide means for enabling a large number of the sons of poorer members of the middle and upper classes to secure a school education which would prepare them for university study at Oxford. Continuing, he shows how the ideas of Turgot, Adam Smith, Talleyrand, Condorcet and others led to the detailed proposals by Jeremy Bentham in 1827 for competitive examinations for Government posts in order that no one be admitted to a public office who had not shown himself to possess appropriate aptitude for its service. Along the lines of Bentham's principles, the Indian Civil Service and the Home Civil Service were established, thereby opening some of the highest Government positions to members of every class. Sadler closes the

essay with the comment that, "One of the chief instruments of which the English educational system has continued to make ever-extending use is the award of scholarships as a means of passage from one institution to another, from one layer or type of education to a more advanced course of study, as an incentive to industry, and as a reward for intellectual success."

The remaining essays, aside from the three on the Prussian system, deal with the various aspects of the examination program in England and attempt an appraisal. Cyril Burt reviews the use of psychological tests in England; C. Spearman includes a note on the reliability and validity of measurements showing how little attention has been paid to the problem of validity which designates the agreement of the measurements with the things measured; P. B. Bullard discusses the inadequacy of the Special Place Examination which winnows elementary school children into three distinct classes: the best of all (rarely more than 5 per cent) go to the secondary schools; the second best (roughly about 15 per cent) go to some such an institution as the central school, or a technical school; the remaining 80 per cent stay on at the senior elementary school; A. Abbott describes the National Certificates for Students in Technical Schools; and P. J. Hartog criticizes English composition tests in the School Certificate Examination and the "*Write Anything about Something for Anybody*" Theory. In practically all of these essays, the authors recognize distinctly the inadequacies of tests as now given and deplore the misinterpretation and misapplication of examination results. The constructive suggestions for improving the system are, however, few.

In the reviewer's judgment the most significant contribution in the volume is the essay by C. Delisle Burns on Examinations and the Social Needs of the Modern World. Pointedly he remarks that "by examinations we ought to discover how far the pupil has been made competent to take his place in the world—how far the educational system has succeeded, and also which person is best fitted for this or that place." Clearly and with characteristic English skill in composition, he shows how the changing needs of social life make new examinations imperative. "Obviously," says he, "it would be useless in modern war to test a man in archery." In attacking directly the examinations regarded as ways of exit from the educational world to the world outside it, he states that, "These examinations are largely memory-tests by essay writing. They do not test most of what schooling has done; for example, sociability, or ability to play together or readiness in a mixed company. They test only book-knowledge, which may be far less important than the other results of schooling for the modern world." That the tests are so limited in scope and are primarily suitable tests for teachers of the subjects con-

cerned, he attributes to the fact that teachers of the subjects design them. He adds, "A pretty taste in verse and prose is, no doubt, one sign of a civilised man; but it is not the only sign and it may not be the best sign. Indeed, in order to discover whether anyone is civilised, it would be as reasonable to notice his taste in the choice of his material surroundings as to enquire what books he has read. But it might be dangerous to trust any examiners to apply criteria of taste in the fine arts. Their limitations, as judges, outside a knowledge of books, would probably be admitted by themselves." And is not this the crux and the seat of all examination difficulties? They are all limited by the limitations of the examiners themselves.

The volume as a whole is significant. It exposes the chief defects not only of English examinations but of those the world over for the inadequacies of examinations are similar everywhere. Is it too much to hope that these discussions will lead to further intelligent considerations of tests, to the exercise of imagination and ingenuity in the construction of tests for definite and specific outcomes of the educational process, and, finally, to the use of such examinations with full recognition of their limitations?

ALVIN C. EURICH

PROFESSIONAL TRAINING OF TEACHERS

An especially significant and incisive report of an American Chemical Society Committee, adopted and endorsed by the Council of the American Chemical Society at the meeting in Kansas City on April 13, summarizes the present distribution of subject matter requirements and educational course requirements for secondary school teachers in the United States as a whole. After assembling particularly relevant statistics of such distribution, the report makes the following summary:

"The 'professional teacher training' group has secured a monopoly of the educational 'machinery' and in many states the fundamental subject matter departments of our universities have been legislated into a position where no member of their faculties has any voice in setting up curricula and requirements to be met by prospective teachers.

"Because of the requirement of a relatively large amount of work in professional education courses, often so distributed that it is impossible to acquire the necessary sequences in a single year, and in addition because of the understanding that exists in certain states that candidates for certification shall be graduates of teachers colleges or colleges of education, it is extremely difficult for graduate students in the fundamental subject matter departments to qualify for certification as high-school teachers. The prevalent rules and regulations act as an effective

bar against such certification of the vast majority of those persons who receive the M.S. and Ph.D. degrees from the graduate schools of our universities. Likewise the vast majority of the professors in our major universities are not themselves eligible for certification and could not be appointed to a teaching position in our high schools. A premium is placed upon those who are more interested in technique than in subject matter, upon method rather than upon profound knowledge.

"In view of the foregoing, the committee recommends that the American Chemical Society go on record as endorsing the following views originally recommended by the Committee on Required Courses in Education of the American Association of University Professors.

"(1) There is no reliable evidence that professional requirements have resulted in an improvement in secondary instruction at all commensurate with the amount of the requirements.

"(2) A considerable lowering in the requirements would result in economy, and would not lessen the effectiveness of instruction in the high school. There is, in fact, a reason to believe that, on the average, teaching would be improved through a possible increased knowledge on the part of the teacher, of the subjects he teaches or of related subjects.

"(3) A maximum of twelve semester hours is ample to cover that part of professional training which can be regarded as essential for the beginning teacher who has a bachelor's degree from a standard college or university, and who qualifies for teaching an academic subject. The training should involve practice teaching and methods, the methods course being closely integrated with the practice teaching. Courses in psychology or educational psychology, when these are required, should be counted towards the requirement."

In addition to these general recommendations of Committee Q, further specific recommendations are also made, among these being a program for completing all professional courses in education within one academic year, and also emphatic insistence upon the mastery of an adequate background of subject matter by all prospective teachers.

From the editorial in the May issue of *Industrial and Engineering Chemistry* the following is quoted:

"There has been built up in our generation, with the aid of legislative machinery, a pedagogical trust that until lately has been in a well-nigh impregnable position. Its influence is felt, not alone in this special field in which we are interested, but in many other phases of the profession of teaching. Professors of education have even begun to agree that a student who intends to teach a specialty, say chemistry, should be required to take his advanced degrees, not in the school of science, but in that of education. Some educators hold that, so long as a teacher has a good personality and is skilled in pedagogy, it is quite unnecessary to

have a real knowledge of the subject matter. Then, too, the point has been made that a student will learn more from an inspiring teacher who knows method rather than subject than from a poor teacher who may be brilliant in the subject. This point, however, does not need to be argued, for we do not admit such a choice to be necessary. It should be possible to have those who know both method and subject to teach youth, whether their schooling must cease with high school days or they go on to pursue science as their life work.

A NATIONAL UNIVERSITY

Proposed: The University of the United States, Edgar Bruce Wesley; Minneapolis: University of Minnesota Press, 1936; 83 pp., \$0.75.

Following a survey of the history of the national university movement, the author assembles 25 reasons for the institution and outlines a plan for its administration. The text of a model Congressional bill for the establishment of the university is included; and a full bibliography adds to the value of this interesting and constructive study.

In the introduction, President Coffman of the University observes:
"The arguments in favor of such an institution grow more convincing every day. . . .

"Besides being a center for major scientific inquiry, the national university might also become an important agency for the training of public service personnel. . . .

"It has long seemed to me that a national university is the only kind of institution that can possibly lift the research and scientific departments of the federal government out of their political setting, free them from political control, create unity and harmony of action among them, and insure their continuance as instruments of progress. If it seems impracticable or impossible to bring about this consolidation under existing conditions, that only strengthens the arguments favoring the establishment of a national university. . . ."

PUBLICATIONS RECEIVED

Adult Education in Action, Mary L. Ely; New York: American Association for Adult Education, 1936; 463 pp., \$2.75.

The Methodology of Educational Research, Carter V. Good, A. S. Barr, Douglas E. Scates; New York: D. Appleton-Century Company, 1936; 863 pp., \$3.75.

Libraries of Washington, David Spence Hill; Chicago: American Library Association, 1936; 270 pp., \$3.50. A valuable comprehensive and concise description of the library resources of the national capital, both governmental and non-governmental.

Higher Education and Society, A Symposium, Arthur B. Adams and others; Norman: University of Oklahoma Press, 1936; 318 pp., \$3.00. This volume is described as "an outgrowth of the Southwestern Conference on Higher Education held at the University of Oklahoma in November, 1935, at which the contributors to this volume appeared as speakers." Reference to the Conference was made in the *Bulletin* of October, 1935.

Philanthropy and Learning, Frederick Paul Keppel; New York: Columbia University Press, 1936; 175 pp.

Southern Association of Colleges and Secondary Schools, Proceedings of 40th Annual Meeting, Richmond, Virginia; 356 pp. A substantial section is devoted to the report of the Commission on Institutions of Higher Education.

Junior Colleges, Walter J. Greenleaf; Washington: Office of Education, U. S. Department of the Interior, 1936; 86 pp., \$0.15.

Education of Teachers: Selected Bibliography, Benjamin W. Frazier; Washington: Office of Education, U. S. Department of the Interior, 1936; 35 pp., \$0.05.

NOTES FROM PERIODICALS

Science

Science for September 25 contains a summary statement of the work of the National Research Council by F. R. Lillie, its retiring chairman. In connection with a statement about the National Research Fellowships he remarks:

"Other agencies have entered the field of post-doctorate training in the meantime; and there seems no reason to expect a decrease of opportunity for advanced study on the part of really gifted and enthusiastic candidates. The leading part played by the National Research Council may be expected to continue, though on a smaller scale. To have led the way in the development of this essential addition to the older plans for advanced training has been a much prized privilege of the National Research Council."

Other topics discussed in his report are Government Relations, Abstracting and Documentation of Scientific Literature, Integration of the Sciences, International Relations, and Central Purposes or Functions. The new chairman is Dr. Ludvig Hektoen of Chicago.

Journal of American Association of University Women

The leading article in the June issue by Ernest A. Hooton, Professor of Anthropology at Harvard, entitled "Plain Statements about Race," is a concise formulation in ten divisions of a consensus of scientific opinion on this subject of critical current importance. Among other articles of interest is that by Elizabeth May on the "A. A. U. W. Program in the Social Studies."

An announcement has just been received of fellowships open to women, with grants ranging from \$750, available for 1937-38. Applications must be made to the American Association of University Women not later than December 15, 1936.

Journal of Adult Education

In the June issue should be noted a brief but significant tribute to James Harvey Robinson by C. A. Beard. Other contributions of interest include an article by Harry A. Overstreet entitled "No Previous Training Required," in which he points out that in a rapidly changing world education should be no longer "positional" or the perpetuation of patterns of culture, but "directional" or "a training in social consequences." Among his observations are the following:

"An individual today may pass through all the levels of learning from infancy to maturity and still be inadequate to the order of life in which

he finds himself. For in addition to the levels of individual life there are cultural levels. . . .

"Full maturity today, therefore, requires a growing up along both individual and cultural lines. It requires, in the first place, a passing out of and beyond each immature age level and, in the second place, a passing out of and beyond each outmoded cultural level. It requires, in short, that the individual be up to his individual age and up to his cultural age.

"Our most difficult problem today is to know how to bring ourselves up to our cultural age. Naturally we are still babes at this, since the new cultural age has only recently arrived."

School and Society

Among the interesting items in the issue of September 5 are brief reviews of the following volumes: The Gag on Teaching, revised edition; A. E. Morgan, Not by Eastern Windows Only; Conference on Examinations; I. L. Kandel, Twelfth Educational Year Book; Zook and Haggerty, Principles of Accrediting Higher Institutions; Elliott, Hockema, and Walters, Occupational Opportunities and the Economic Status of Recent Graduates; R. L. Wilbur, Stanford Horizons.

The leading article in the issue of September 12 is an account by Dr. W. C. Ryan, Jr., of the Seventh World Conference of the New Education Fellowship held in August at Cheltenham, England.

LOCAL AND CHAPTER NOTES

HARVARD UNIVERSITY, LEAVES OF ABSENCE

In accordance with the new plan of granting sabbatical leave to assistant professors and instructors for a half year on full salary, ten faculty members of these ranks took advantage of the opportunity during the past year. These scholars have complete liberty to work at the University or elsewhere. Reports show results of unusual significance in such varied fields as the composition of a musical symphony, the study of basic physiological and psychological reactions at high altitudes, and a comprehensive survey of government administration in the United States. In proposing the plan President Conant said that faculty members should be given "sufficient time for writing and investigation. . . . Able young men enlist in an enterprise only after persuaded that they too can contribute toward creative work. . . . I hope there will never be a separation of our faculty into those who teach and those who carry on creative work."

MACALESTER COLLEGE, FACULTY ADVISORY COUNCIL

The Faculty and Board of Trustees have recently approved the following plan:

That an Advisory Council be organized consisting of the Academic Dean and four other members of the Faculty;

That these other members shall be elected by the Faculty as herein provided;

That the President of the College shall be an ex-officio member of the Council.

A. *Election to the Council.*

I. Regular Method of Election.

Election shall be by ballot. A first informal nomination vote shall be taken. Each elector shall cast his vote for the candidates. The four members receiving the highest vote shall be declared nominated, and a second ballot shall be taken. The two receiving the most votes shall be declared elected. Election shall be held at the regular faculty meeting in May.

II. Temporary Method of Election.

At the first election, which shall be by ballot, each elector shall vote for four candidates. The six receiving the highest vote shall be declared nominated, and on the second ballot the two receiving the highest vote shall be declared elected for a term of two years, and the two receiving the next highest vote shall be elected for a term of one year. These

initial terms of office shall expire when successors are duly elected as provided above even though less than the full term has been served.

III. Term of Office.

The term of office of members of the Council shall be two years. No member shall be reelected until after one year has elapsed.

B. *Powers, Duties, and Authority of the Council.*

I. The Advisory Council shall initiate or encourage studies and shall aid the President, other administrative officials, and the Faculty in the formulation of policies designed to promote a fuller realization of the objectives of the College. Its recommendations shall be made to the President in writing for transmissal to the Faculty, to the executive officers, or to the Board of Trustees, depending in each case upon the nature of the problem and the source from which a request for advice or recommendation has originated.

In the formulation of institutional policies initiated by the Faculty or Council, the Council shall function as a committee of the Faculty. Before transmitting to the President or the Board of Trustees recommendations regarding such policies, the Council shall refer these recommendations to the Faculty for approval. The Council shall make to the Faculty at least twice each year reports of proposed agenda and of progress of its work.

II. The Council is to be consulted by the President of the College or by representatives of the Board of Trustees regarding proposed changes in personnel whenever such changes involve increase in staff membership, election to administrative office, demotion, retirement, or dismissal. The recommendations of the Council shall be secured in writing prior to any such action, and the vote of each member shall be made a matter of record thereupon. Final decision in matters of personnel shall be the undivided responsibility of the President and the Board of Trustees.

III. A permanent record shall be kept of all recommendations made by the Council. This record shall include the vote of each member upon all motions concerning recommendations to the Board, to the administrative officers, and to the Faculty. This record shall be open to inspection by the Board, the administrative officers, and Faculty members of professorial rank. The Faculty may at any time exercise the right of reviewing the action taken by the Council.

C. *Amendment of These Articles.*

I. These articles may be amended by Faculty action at the regular meeting in May. Amendments to become operative must be approved by the Board of Trustees. Amendments must be presented in writing by March 15.

UNIVERSITY OF ROCHESTER, RETIREMENT PLAN

The University of Rochester has made available to its 1100 employees retirement and death benefit plans; with life insurance, and annuities effective at age 65, offered to all employees on a mutual contributory basis.

The new plan went into effect July 1. They supplement the contributory retirement plan for faculty members, effective since 1921 at the University, and will be administered by a private insurance company. The University will contribute approximately 50 per cent of the cost of the retirement income plan for non-faculty employees, and of the life insurance, which is available to faculty and to non-teachers alike.

In announcing the plans, President Alan Valentine declared that they will place all of the 1100 employees on the same basis, and will bring the University into harmony with the spirit of the Federal Security Act—from which educational enterprises are specifically exempted. He said that this action will involve a large annual expenditure from endowment earnings, and that the contributions made from the University's treasury will practically exhaust unallocated income.

All calculations for the security plan are based on a retirement age of 65, the annuity thereafter for each employee being $1\frac{1}{2}$ per cent of the employee's salary for each year he has been a contributor. Thus a worker who retires after thirty years of service would receive an annuity of 45 per cent of his salary. Naturally, employees with the longest term of service between their present age and their retirement will receive the larger annuities. The life insurance feature will approximate one year's salary (maximum \$5000) up to age 55. It is then gradually reduced each year to a minimum of \$500 at age 60 and thereafter. The University of Rochester seems to be among the first universities to include all of its employees in a plan of social security.

SMITH COLLEGE, SYSTEM OF PREFERENTIAL VOTING

For some years Smith College has had a Faculty Committee on Tenure and Promotion. The Committee consists of the President, the Dean, and five professors elected by the faculty for a period of three years, one or two of the members being elected each year. According to recent legislation, the members of this committee shall be elected "by preferential ballot, from a list of nominations communicated to the Committee and each endorsed by three members of the faculty. Notice of the election shall be given at the meeting of the faculty before that at which the election takes place. Nominations for the Committee shall be in the

hands of the elected members one week before the election. (Election by preferential ballot here means receiving the smallest sum of preferences.)

The mimeographed sheets explaining the operation of the preferential ballot may be secured by addressing Professor U. S. Taylor, Smith College.

CHAPTER LETTER

No. 6, 1936

October 7, 1936

Dear Colleagues:

Through the pages of the *Bulletin* and through letters addressed to our chapters, the members of the Association are informed of the Association's work. In the Chapter Letters from time to time suggestions and information are sought from our membership directly. Suggestions coming from our members, many of them evolved through chapter discussion, are greatly to be desired and are of inestimable value to the members of the Association's Council in determining procedures and policies.

The increasing significance of the Association's work makes chapter cooperation with the national officers and special committees highly desirable. In behalf of the Council, therefore, I solicit the cooperation of all chapter officers in the matter of presenting the Chapter Letters to their local organizations as soon after their receipt as possible, particularly if the letter calls for chapter action or carries a request for information.

In the case of a call for chapter action, we sincerely hope that the matter will be presented officially to the chapter and not be decided by the officers alone, or by the officers and a few of the members of the local group. Although such a response may coincide with the collective voice of the chapter, the procedure is undemocratic and is contrary to the spirit and ideals of the Association.

In some cases Chapter Letters contain questionnaires formulated by some of our committees or by the national officers. It is highly important that these requests for factual information be answered as quickly and as accurately as possible. We suggest, as a desirable procedure in all cases of requests for information, that a chapter committee be appointed and that the committee report its work to the local group for comments and corrections of possible factual errors before the final submission of the replies.

The following communication from Dr. Malcolm M. Willey, Director of Studies for Committee Y, to the members of that committee is some evidence of the way the Association's work is regarded:

"Members of Committee Y will perhaps be interested in the fact that ten days ago I received a telegram from President —— of —— stating that he was about to appear before his board with reference to salary restorations. He had read our preliminary report in the March *Bulletin* and certain items there had attracted his attention. He requested details concerning these if it was possible to have them. I prepared a somewhat hurried memorandum covering the points. I have just received a letter from President —— in which he states that he made definite use of our Committee material before his trustees at their meeting last Monday, and that they have voted to make further restorations at ——. This is a good example of the way in which our materials could be used if only administrators and faculty groups are alert to the possibility."

Chapter Activities and Increased Membership

We now have 265 regularly organized chapters. Experience has demonstrated that the Association's ideals for the profession are more effectively furthered when our members are associated in local units. This is particularly true in the matter of securing new members, and an increased membership is greatly to be desired. Although our present membership—13,038—is larger than ever before in the history of the Association, relatively it is small, and our budget limited. A continuing effort should be made to enrol a larger percentage of the profession. The effectiveness of the Association depends in the last analysis upon a large and widely distributed membership. It is a strong Association "in being" quite as much as an Association "in action," which will secure general acceptance of our principles.

To become a member of the Association, the Constitution requires that one must have the endorsement of three members in good standing. This requirement in fact means that one becomes a member by invitation. An invitation from a friend or a colleague usually receives a favorable response. Most chapters have a regularly constituted membership committee. We hope that your chapter, if it has not already done so, will appoint and keep active a Committee on Membership and see to it that the non-members on the faculty of your institution are accurately informed as to what the American Association of University Professors is and are cordially invited to become members of this professional organization for all college and university teachers.

Recently, we have had a request from Dr. G. B. Franklin, secretary of the Association's chapter at Boston University, asking for literature and stating that the Boston University chapter plans to address a communication to 500 members of the university faculty informing them of the nature and work of the Association and inviting them to become

members. Such procedure should bring about a greatly increased membership. We suggest that similar activity be considered by all chapters.

How Professors Have Reacted to the Depression

In the forthcoming October *Bulletin* of the Association is a short article by Committee Y under the caption "How Professors Have Reacted toward the Depression." The officers of the Association are very desirous of securing comments from the members on this report. We are interested in hearing whether, in your opinion, this report accurately indicates how college and university teachers felt about the depression. After you have read the article, will you let us have your individual or group views in the light of your own experience or observation.

Place and Function of Faculties in University and College Government

With this communication, there is a questionnaire from Committee T on the Place and Function of Faculties in University and College Government. The subject of this study is of direct concern to the professional welfare of every college and university teacher. We hope, therefore, that the questionnaire below will receive the attention its importance deserves.

THE ORGANIZATION OF DEPARTMENTS

1. (a) Do you have a single department head or an administrative committee?
(b) If a head, how is he chosen:
By the President or dean?
Elected by the department?
(c) For what term does he serve?
2. Are policies settled by the head or by department meetings?
3. Is the power of the head fixed by statute?
4. How far does it extend in practice:
To recommending appointments, promotions, dismissals?
To planning the schedule of courses?
To planning courses, choice of books, methods of teaching?
5. Do you know of serious abuses of authority by heads in your own institution or in any other?
(Please state what authority was exercised that you consider abusive)

Name
Institution
Date

We shall be interested in learning of your chapter's plans for its activities during the coming academic year.

Very cordially yours,
RALPH E. HIMSTEAD, *General Secretary*

The next Chapter Letter is being mailed about November 20th.

NOMINATIONS FOR MEMBERSHIP

The following eighty nominations for Active membership and thirty nominations for Junior membership are printed as provided under Article IV of the Constitution. Objections to any nominee may be addressed to the General Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before December 24, 1936.

The primary purpose of this provision is to bring to the attention of the Committee any question concerning the technical eligibility of nominees under the provision of the Constitution affecting membership, namely: "Active members. Any university or college teacher or investigator who holds, and for three years has held, a position of teaching or research in a university or college (not including independent junior colleges) in the United States or Canada, or in a professional school of similar grade, may be nominated for membership in the Association. At the discretion of the Committee on Admissions, service in foreign institutions may also be counted toward the three-year requirement." "Junior members shall be graduate students or persons eligible for nomination as Active members except in length of service."

The Committee on Admissions consists of Ella Lonn, Goucher, Chairman; H. L. Crosby, Pennsylvania; B. W. Kunkel, Lafayette; A. Richards, Oklahoma; W. O. Sypherd, Delaware; F. J. Tschan, Pennsylvania State.

Nellie Aberle (English), Kansas State
Joseph M. Almand (Chemistry), Wesleyan (Georgia)
Joseph L. Apodaca (Economics), Notre Dame
Russell Barker (English), Williams
Hugh H. Barr (Mathematics), Harris Teachers
Birger M. Beausang (Music), Missouri
Nellie Birdsong (Psychology), Maryland State Teachers (Towson)
Francis I. Brady (Physics), Georgetown
Connie G. Brockette (Education), Texas
James R. Buckner (Spanish), Texas State Teachers (Southwest)
Paul P. Bushnell (Education), Wooster
Loren T. Caldwell (Geology), Illinois State Teachers (Northern)
Richard M. Cameron (Church History), Boston
Clarence R. Carpenter (Psychology), Bard
Elizabeth W. Carvell (Commerce), Boston
Andrew W. Case (Fine Arts), Pennsylvania State
V. C. Christianson (English, History), Idaho State Normal (Lewiston)
Franzo H. Crawford (Physics), Harvard
Otelia Cromwell (English), Miner Teachers
H. N. Cummings (Civil Engineering), Newark College of Engineering

¹ Nominations should in all cases be presented through the Washington Office, 744 Jackson Place, Washington, D. C.

- Earl Daniels (English Literature), Colgate
Leland E. Derrick (English), Texas State Teachers (Southwest)
Claire C. Dimmick (Psychology), Hobart
Sister Rose Dominic (German), St. Mary (Kansas)
Paul H. Fall (Chemistry), Williams
Agnes Gelinas (Bacteriology), Skidmore
Harlan W. Gilmore (Sociology), Tulane
James M. Godard (Education), Queens-Chicora
Allan G. Gruchy (Finance), Ohio
Myrtle A. Gunselman (Economics), Kansas State
G. L. Guthrie (Business Administration), New Mexico State
Ernst Harms (Psychology), Johns Hopkins
Lawrence W. Hartel (Physics, Astronomy), Kansas State
Frances A. Hellebrandt (Physiology), Wisconsin
Eldon C. Hill (English), Lake Forest
Doris Holmes (English), Boston
Thelma Howell (Biology), Wesleyan (Georgia)
James R. Jewell (Education), Oregon
H. Donaldson Jordan (History), Clark
William S. Kimball (Mathematics), Michigan State
Julius V. Kuhinka (English), Loyola (Illinois)
Berthus B. McInteer (Botany), Kentucky
Isabel McKinney (English), Illinois State Teachers (Eastern)
Howard H. McNiven (Banking, Finance), New York
Anatole G. Mazour (History), Miami
Claire Mitchell (Physical Education), Texas State Teachers (Southwest)
Lloyd V. Moore (Religion, Philosophy), Tulsa
Ina L. Morgan (Psychiatry), Boston
Rodney L. Mott (Politics), Colgate
Dora G. Netterville (English), Texas State Teachers (Southwest)
Beatrice I. Nevins (Biology), Georgia State Woman's
Isabel C. Nichols (Music), Keuka
Harold R. Nissley (Business Administration), Miami
Hugh S. O'Reilly (Accounting, Economics), Fordham
Lester B. Orfield (Law), Nebraska
Burl N. Osburn (Education), Pennsylvania State Teachers (Millersville)
Mary M. Pritchett (Home Economics), Southern Methodist
J. Lloyd Read (Spanish), Texas State Teachers (Southwest)
Irma H. Reed (History), Skidmore
William D. Reid (Cardiology), Boston
James S. Ruby (English), Georgetown
Rudolph J. Schlueter (German), Montana
Gerald E. SeBoyar (Literature), New York
Josephine L. Silvers (Library), Nebraska State Teachers (Wayne)
D. A. Snellings (English), Texas State Teachers (Southwest)
Inez Specking (English), Harris Teachers
Charles H. Spurway (Soil Chemistry), Michigan State
Elizabeth Sterry (Geography), Texas State Teachers (Southwest)
Henry G. Stetler (Sociology), Colgate
Duncan Stewart (Geology), Michigan State
R. A. Tampke (Music), Texas State Teachers (Southwest)

Sherrod Towns (Music), Louisiana State
Bernard Wagner (English), Georgetown
Fred J. Wampler (Medicine), Virginia Medical
H. Hudnall Ware, Jr. (Obstetrics), Virginia Medical
F. G. Warren (Education), Illinois State Normal (Southern)
Howard White (Government), Miami
E. O. Wiley (Education), Texas State Teachers (Southwest)
Walter J. Wyatt, Jr. (Chemistry), Wake Forest
James Wylie (Physical Education), Boston

NOMINATIONS FOR JUNIOR MEMBERSHIP

George L. Abernathy (Philosophy, Sociology), Culver-Stockton
George H. Bancroft (Physics), Hobart
Robert W. Boyle (Physiology, Pharmacology), Arkansas
Edmund G. Burbank (History, Political Science), Hobart
Allan W. Burleson (English), Hobart
E. Eugene Dickerman (Biology), Bowling Green State
Claude C. Dove (Education, Psychology), New Mexico State
Ralph L. Edgel (Economics), New Mexico State
Thomas N. Gautier (Physical Sciences), Florida
Sherwood K. Haynes (Physics), Williams
Milton Hopkins (Botany), Oklahoma
Willard H. Humbert (Political Science), Delaware
Clarence J. Hylander (Botany), Colgate
Norman Kent (Art), Hobart
Charles D. Kochakian (Economics), Rochester
Dean E. McHenry (Political Science), Williams
Jessie Miller (English, Modern Languages), New Mexico State
Arthur M. G. Moody (Mechanical Engineering), Delaware
Franklin G. Moore (Business Administration), Toledo
Lewis H. Niven (Music), Hobart
Lloyd C. Oakland (Music), Cornell (Mt. Vernon)
Carlton C. Qualey (History), Bard
Ensio K. F. Ronka (Anatomy), Boston
Duncan N. Scott (English), New Mexico State
William N. Shankwiler (History), Colgate
Robert D. Specht (Mathematics), Florida
Harold M. State (Physics, Analytical Chemistry), Culver-Stockton
James F. Wardwell (Mathematics), Colgate
John E. Webb (Music), Louisiana State
Dudley Williams (Physics), Florida

Academic Vacancies and Teachers Available

While the Association has recently voted to suspend its Appointment Service as a measure of economy under seemingly unfavorable conditions, the *Bulletin* is glad to render service to appointing officers and members by continuing the publication of the information below. The officers of the Association can, however, take no responsibility for maintaining a register or for making a selection among applicants. In the case of announcements of vacancies, it is optional with the appointing officer to publish the address in the announcement or to use a key number as heretofore. In the latter case members interested may forward their applications through headquarters. In case of teachers available an address may be included in the announcement or appointing officers may communicate with members through headquarters.

Teachers Available

English: Man, Ph.D. University of Chicago. Fifteen years' experience in college teaching. Publications. Now employed. Desires change.
Interview at Richmond. A 1378

German, Latin: Man, married, Ph.D. Fifteen years' successful teaching experience. Foreign travel and training. Publications. Available second semester. A 1379

History: Woman, Ph.D. Radcliffe. Eleven years' experience, ancient, medieval and Freshman European history, historiography. Publications. European research. Available now. A 1380